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# State Normal School

St. Cloud, Minnesota

1919

# **State Normal School**

**St. Cloud, Minnesota**

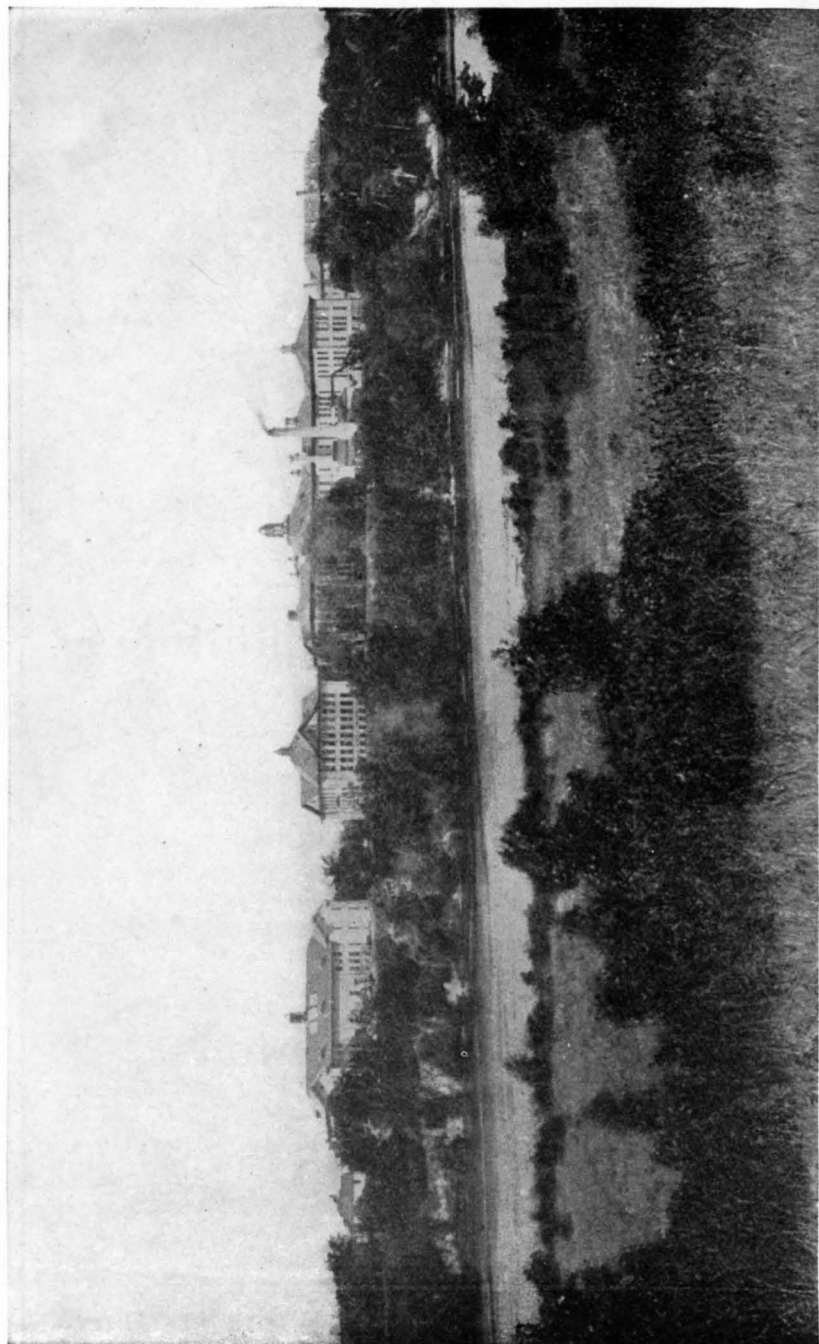
## **Fifty-first Annual Catalogue**

**Announcements**

**for**

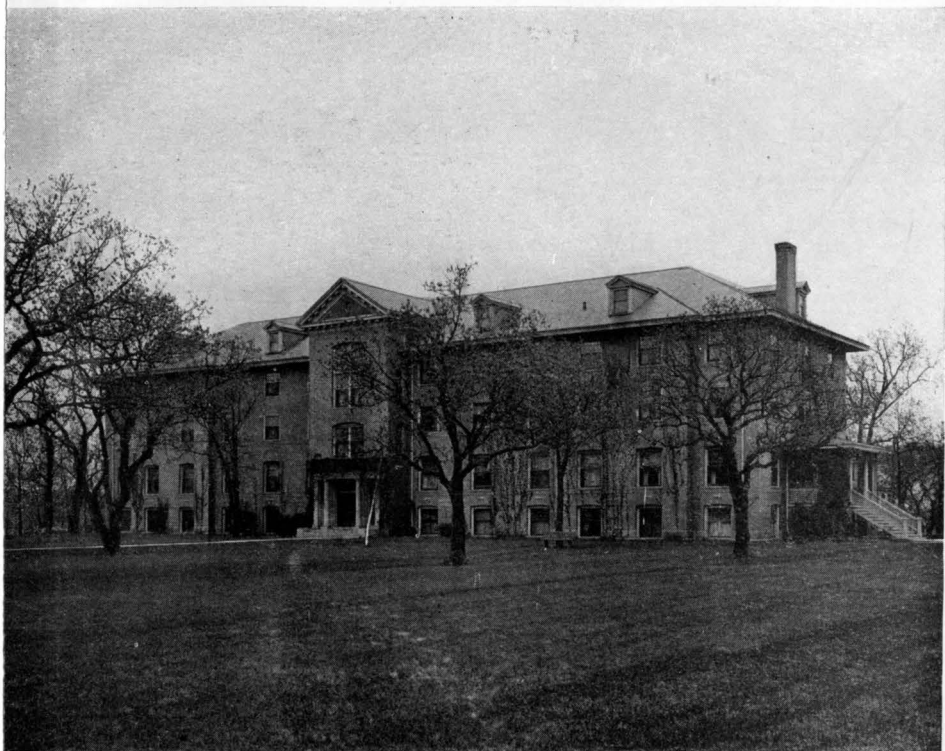
**1919-1920**



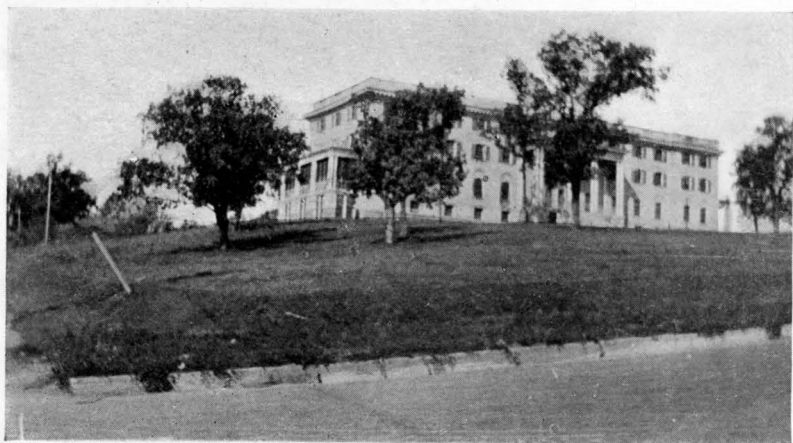


THE NEWBURY SCHOOL





LAWRENCE HALL



SHOEMAKER HALL



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## Minnesota State Normal School Board

ELL TORRANCE, <i>President</i>	- - - -	Minneapolis
Term expires 1923		
JAMES M. McCONNELL, Commissioner of		
Education, <i>Secretary Ex-Officio</i>	- - - -	St. Paul
STEPHEN H. SOMSEN, <i>Resident Director</i>	- - -	Winona
Term expires 1921		
JOHN C. WISE, <i>Resident Director</i>	- - - - -	Mankato
Term expires 1921		
CLARENCE L. ATWOOD, <i>Resident Director</i>	- -	St. Cloud
Term Expires 1921		
LESLIE WELTER, <i>Resident Director</i>	- - -	Moorhead
Term expires 1923		
J. L. WASHBURN, <i>Resident Director</i>	- - - -	Duluth
Term expires 1921		
ARTHUR P. WHITE, <i>Resident Director</i>	- - -	Bemidji
Term expires 1923		
EDWIN J. JONES,	- - - - -	Morris
Term expires 1923		

# Calendar for 1919--1920

## Summer Session

Term begins .....Monday, June 23, 1919  
Term ends .....Friday, August 1, 1919

## Fall Term

Term begins .....Tuesday, September 2, 1919  
Term ends .....Wednesday, November 26, 1919

## Winter Term

Term begins .....Tuesday, December 2, 1919  
Christmas vacation begins .....Friday, December 19, 1919  
School work resumed .....Tuesday, January 6, 1920  
Term ends .....Friday, March 5, 1920

## Spring Term

Term begins .....Monday, March 8, 1920  
Easter vacation begins .....Friday, March 26, 1920  
School work resumed .....Tuesday, April 6, 1920  
Term ends .....Thursday, June 3, 1920



# Faculty

- JOSEPH CLIFTON BROWN** ..... President  
 A. B. Hanover College; A. M., Teachers College, Columbia Univ.; Graduate student, Univ. of Chicago and Columbia; Teacher in high schools and Superintendent of Schools, Indiana; Mathematics Department, Eastern Illinois State Normal School, Charleston; Supervisor of Mathematics, Horace Mann Schools, New York City; Teacher of Mathematics, Summer School, Teachers College; Director of Training School for Teachers, Univ. of Illinois.
- ISABELLE LAWRENCE** ..... Director, Training School  
 Training: Graduate, Normal School, Oswego, New York.  
 Experience: Grade Teacher, Portland, Maine; Director of Training School, Oswego, New York; Assistant Superintendent of Schools, Yonkers, New York; Director of Training School, Whitewater, Wis.
- PETER MAGNUS MAGNUSSON** ..... Psychology and Sociology  
 Training: A. B., Gustavus Adolphus College; Graduate Student, Johns Hopkins University; Ph. D., Univ. of Minn.; LL. B. and LL. M., University of Minnesota.  
 Experience: Rural schools of Minnesota; Principal St. Ansgars Academy; Assistant, Gustavus Adolphus College; Psychology and Methods, Normal School, Mayville, N. D.; President of Minnesota College, Minneapolis; Normal School, St. Cloud, 1894—
- ELSPA M. DOPP** ..... Literature  
 Training: Normal School, Oshkosh, Wis.; M. L., Univ. of Mich.; Graduate Student, Univ. of Chicago.  
 Experience: Rural Schools of Wisconsin; Teacher in High School, New Lisbon, Prairie du Chien, and Manitowoc, Wis.; Normal School, St. Cloud, 1896—
- BEULAH DOUGLAS** ..... Supervisor in Training School  
 Training: Graduate, Milwaukee Kindergarten Training School; Student, Univ. of Minn., and Univ. of Chicago; Bryson Scholar, Teachers College, Columbia Univ.  
 Experience: Kindergarten Director, Milwaukee; Primary Teacher, Minneapolis; Principal of Milwaukee Vacation School; Instructor, summer session, Univ. of Minn.; Normal School, St. Cloud, 1902—
- GEORGE H. LYNCH** ..... Physical Education  
 Training: Graduate, Normal School, St. Cloud; Student, Harvard Summer School.  
 Experience: Normal School, St. Cloud, 1903—
- PAPE L. QUAYLE** ..... Psychology and Grammar  
 Training: A. B., Univ. of California; Graduate Student, Univ. of Chicago.  
 Experience: Grade Teacher, Moberly, Mo., Department of English, Normal School, Warrensburg, Mo.; Normal School, St. Cloud, 1903—
- ALBERTINA C. ANDERSON** ..... Supervisor in Training School  
 Training: Graduate, Normal School, St. Cloud; Student, Univ. of Minn., and Teachers College, Columbia Univ.  
 Experience: Teacher and Grade Principal, St. Cloud, Minn.; Normal School, St. Cloud, 1905—
- JULIA E. BOOTH** ..... Literature  
 Training: Certificate in English, Radcliffe College, Cambridge; Graduate, Emerson College of Oratory, Boston; Special Student, National-Dramatic Conservatory, New York City; B. S., Teachers College, Columbia Univ.; Graduate Student, Columbia University.  
 Experience: Teacher and Principal of High School, Marshall, Minn.; Normal School, St. Cloud, 1905—
- KATE KENELY** ..... Mathematics  
 Training: Graduate, Normal School, St. Cloud; Student, Leland Stanford Univ., and Univ. of Minn.  
 Experience: Teacher in Rural Schools of Minnesota; Public Schools of North St. Paul, Glencoe, and Crookston, Minn.; Normal School, St. Cloud, 1905—
- BLANCHE E. ATKINS** ..... Primary and General Methods  
 Training: Graduate, Normal School, St. Cloud; Student, Univ. of Minn.; Ph. B., Hamline Univ.; Student, Teachers College, Columbia Univ.  
 Experience: Teacher in Grades and Vacation Schools, Minneapolis, Instructor, Univ. of Minn.; Normal School, St. Cloud, 1906—

- EVALIN PRIBBLE**.....Grammar  
 Training: Graduate, Normal School, Winona; B. S., Teachers College, Columbia Univ.  
 Experience: Grade Schools of Sauk Centre and Anoka, Minn.; Normal School, St. Cloud, 1906—
- LEONARD A. WILLIAMS**.....Industrial Arts  
 Training: Student, New York Univ.; Student, New York School of Fine and Applied Arts.  
 Experience: Draftsman and Designer, Dixon, Ill.; Experimental Department Machinist and Shop Foreman, Dixon, Ill.; Director of Manual Arts, Dixon, Ill.; Normal School, St. Cloud, 1907—
- CARRIE E. MINICH**.....Art and Drawing  
 Training: Art Institute, Chicago; Academy of Fine Arts and Prang School, Chicago; Special Student, Design Art Institute, Chicago; Applied Arts School, New York City; Student, Univ. of Chicago.  
 Experience: Studio Teaching, Paola, Kans.; Supervisor of Drawing, Brainerd, Minn., and Billings, Mont.; Normal School, St. Cloud, 1908—
- MYRTLE TALBOT OLIVER**.....History and Civics  
 Training: Graduate, Normal School, Mankato; A. B., Univ. of Minn.; Graduate Student, Teachers College, Columbia Univ.  
 Experience: Teacher, Rural Schools of Minn.; Grade Schools, Garden City, Mankato, and Minneapolis, Minn., and Miles City, Mont.; Normal School, St. Cloud, 1908—
- DARIUS STEWARD**.....Reading and History  
 Training: A. B., Dartmouth College.  
 Experience: Rural Schools of New England and Minnesota; Grade Principal, Garden City, Mankato, and St. Charles, Minn.; Supt. of Schools, Rochester, Minn., Fargo, N. D., and Stillwater, Minn.; Normal School, St. Cloud, 1908—
- CARRIE BARDEN**.....Compositions and Themes  
 Training: A. B., Upper Iowa Univ.; A. M., Univ. of Michigan.  
 Experience: Principal, High School, Waukon, Iowa; English Department, Oshkosh Normal School; Normal School, St. Cloud, 1910—
- CHARLOTTE M. KNUDSON**.....Rural School Department  
 Training: Graduate, Normal School, St. Cloud; Student, Univ. of Minn., and Univ. of Chicago.  
 Experience: Rural Schools of Minn.; Grade Teacher, Pelican Rapids; Teacher and Grade Principal, St. Cloud, Minn.; County Superintendent, Otter Tail County, Minn.; Instructor, summer session, Univ. of Minnesota Farm School; Normal School, St. Cloud, 1912—
- EDNA G. GLEASON**.....Home Economics  
 Training: Lewis Institute, Chicago; Student, Teachers College, Columbia Univ.  
 Experience: Associate in Domestic Science, Lewis Institute; Hull House, Chicago; Bohemian Settlement, Chicago; Normal School, St. Cloud, 1913—
- FRANCES V. MOSFORD**.....Supervisor in Training School  
 Training: Graduate, Normal School, St. Cloud; Student, Univ. of Minn.  
 Experience: Teacher and Grade School Principal, Alexandria and Bemidji, Minn.; Normal School, St. Cloud, 1913—
- STELLA R. ROOT**.....Music  
 Training: Ph. B., and Ph. N., Hillsdale College, Michigan; Diploma, American Institute of Normal Methods in Music, Evanston, Ill.  
 Experience: Supervisor of Music, Jackson, Mich., Springfield and Peoria, Ill.; Director of Music, School of Education, Univ. of Chicago; Normal School, St. Cloud, 1913—
- MARION T. COLLINS**.....Supervisor in Training School  
 Training: Graduate, Normal School, St. Cloud.  
 Experience: Grade Teacher, Hamilton, Mont.; Normal School, St. Cloud, 1915—
- OREN E. FRAZEE**.....Civic Biology and Physiology-Hygiene  
 Training: Graduate, Indiana State Normal School; A. B., and A. M., Indiana Univ.  
 Experience: Assistant in Physiology, Indiana State Normal School; Assistant in Embryology and Histology, Indiana Biological Station; High Schools of Indiana and Illinois; Normal School, St. Cloud, 1915—

- HELEN HILL**.....Child Study and Reading  
Training: Graduate, Normal School, St. Cloud; A. B., Univ. of Minn.; Graduate Student, Teachers College, Columbia Univ.; English, St. Cloud High School; Normal School, St. Cloud, 1915—
- KARL ADAMS**.....Physics and Chemistry  
Training: B. S., Ohio Univ.  
Experience: Science Department, Moline, Ill.; Normal School, St. Cloud, 1916—
- CHARLOTTE BRECHT**.....Supervisor in Training School  
Training: Student, Coe College Conservatory, Cedar Rapids, Iowa; Graduate, American Institute of Normal Music Methods, Evanston, Ill.; Student, School of Music, Northwestern Univ., Evanston, Ill.  
Experience: Teacher in Grades, Cedar Rapids, Iowa; Assistant Supervisor of Music, Cedar Rapids, Iowa; Normal School, St. Cloud, 1916—
- LILLIAN WHITE**.....Supervisor in Training School  
Training: Graduate, Normal School, Trenton, New Jersey; B. S., and Special Diploma in Teaching, Teachers College, Columbia Univ.  
Experience: Teacher and Vice-Principal, Kearny, New Jersey; Departmental Teacher, New York City; Normal School, St. Cloud, 1916.
- HELEN E. MCGEE**.....Physical Education  
Training: Graduate, and Post-Graduate Department of Physical Education, Iowa State Teachers' College; Student, University of Minnesota.  
Experience: Physical Director of Y. W. C. A., Sioux City, Iowa; Normal School, St. Cloud, 1917.
- SUSAN L. BYRNE**.....Primary Handwork  
Training: Graduate Normal College, Ypsilanti, Mich.; B. S., Teachers College, Columbia University; Student, State School of Ceramics, Alfred, N. Y.  
Experience: Teacher of Manual Training, Charlotte, Mich.; Manual Training and Crafts, State Normal College, Ypsilanti, Mich.; Art and Handwork, Montclair, N. J.; Assistant, Industrial Arts Department, Horace Mann School; Normal School, St. Cloud, 1917—
- FANNY M. JODOIN**.....Supervisor in Training School  
Training: Graduate, Normal School, St. Cloud; Student, University of Minnesota.  
Experience: Rural Schools of Minnesota; Grade Teacher, Crookston, Minn.; Principal and Teacher, Public Schools, St. Cloud; High School Normal Training Teacher, Little Falls, Minn., Normal School, St. Cloud, 1917—
- VIRGINIA WILLCUTS**.....Supervisor in Training School  
Training: Duluth Normal School; American Institute of Normal Methods in Music and Drawing; Ypsilanti Normal College.  
Experience: Grade Teacher, Holyoke, Minn.; Duluth, Minn.; Normal School, St. Cloud, 1917—
- ETHEL G. GRAVES**.....Geography and Physiography  
Training: Graduate, Normal School, St. Cloud; A. B., University of Minnesota; Student, University of Chicago.  
Experience: Rural Schools of Minn.; Grade Schools, Warren, Minn.; Teacher in High School, Sauk Centre, Minn.; Supervising Principal, Two Harbors, Minn.; Normal School, St. Cloud, 1918—
- THOMAS L. LUCK**.....History and Civics  
Training: A. B., Randolph-Macon College; M. A., Univ. of Virginia; A. M., Harvard University. Graduate Student Johns Hopkins and Columbia  
Experience: Principal and Superintendent, Virginia and Maryland; Department of History, Howe Military School, and Buena Vista College, Iowa; Normal School, St. Cloud, 1918—
- BEATRICE MURNIK**.....Geography  
Training: Graduate, Normal School, Duluth; A. B., University of Minnesota.  
Experience: Teacher, grade schools, Chisholm, Minnesota; Normal School, St. Cloud, 1918—
- LA VADA REED**.....Penmanship  
Training: B. S., Valparaiso Univ., Valparaiso, Indiana; Graduate of Palmer School of Methods, Cedar Rapids, Iowa.  
Experience: Grade teacher in Texas, Colorado, and South Dakota. Departmental writing in Sioux Falls, South Dakota; Normal School, St. Cloud, 1918—
- GERTRUDE MACDONALD**.....Home Economics  
Training: Graduate, Normal School, Bellingham, Washington; B. S., Univ. of Cincinnati.  
Experience: Grade Schools of Tacoma and Seattle, Washington; Normal School, St. Cloud, 1918—

## **Additional Teachers, Summer Session, 1918**

Helen Bouton, Primary Supervisor, St. Cloud, Minn.

Warren Allen, Superintendent of Schools, Walker, Minn.

W. C. Cobb, Superintendent of Schools, Brainerd, Minn.

Marjorie Macdonald, Department of English, Summit School, St. Paul.

C. H. Maxson, Superintendent of Schools, St. Cloud, Minn.

Howard Pillsbury, Director of Junior High Schools, Buffalo, New York.

Alice Price, Supervisor of Drawing, St. Cloud, Minn.

George Susens, County Superintendent of Schools, Alexandria, Minn.

## **Standing Committees of the Faculty**

### **Entertainment**

Miss Booth, Miss Root, Miss Pribble, Mr. Frazee.

### **Athletics**

Mr. Lynch, Miss McGee, Miss Anderson, Mr. Adams.

### **Recreation and Social Activities.**

Miss Minich, Miss McGee, Miss Douglas, Miss Collins, Miss Booth, Miss Hill, Miss Oliver, Mr. Magnusson.

### **Student Welfare**

Miss Dopp, Miss Barden, Miss Knudson, Miss Oliver, Mrs. Burns, Miss Ready, Mr. Steward.

### **Literary Societies**

Miss Dopp and Mr. Magnusson.

## Establishment and Organization of the School

The State Normal School at St. Cloud was opened in 1869, being the third Normal School established in the state. The school is maintained for the purpose of preparing teachers for the public schools of the state. Since the school is training teachers, it is essentially a vocational and a professional school.

The school offers a two-year course for those who have graduated from a four-year high school. A three-year course is also offered for high school graduates. The purpose of the three-year course is to prepare students for departmental and junior high school positions and to prepare special teachers of home economics, industrial arts, and music. Graduates of this course are given the Special Diploma.

A five-year course is offered for those who have completed only the work of the eighth grade of the elementary schools.

### The Training School

A good Normal School must have adequate training school facilities. Those who are to become teachers should have ample practice in teaching under normal, average school conditions. The training school at St. Cloud, supplemented by the elementary grades of the public schools of the city, furnishes unusually good opportunity for practice teaching. The training school consists of eight grades in addition to the kindergarten. It is essentially a pedagogical laboratory in which the methods of instruction and the pedagogical theories taught in the Normal School are applied. The students observe well trained teachers at work and they develop their craftsmanship in teaching by actual experience in teaching under normal conditions.

## Entrance Requirements

### Two-Year Course

Graduates of approved high schools are admitted to this course without examination upon presentation of their diplomas and certified standings.

### Preferred High School Work

The following named high school subjects are urged as prerequisites for successful work in the Normal School in case of high school graduates: English, 3 years; biology (botany or zoology, and physiology), 1 year; physical science (physics or chemistry), 1 year; history (modern or ancient), 1 year. In addition, certain other preliminary subjects are strongly recommended, in the order of preference, as follows: United States history and civics, 1 year; algebra, 1 year; geometry, 1 year; language (modern or ancient), 2 years; physiography,  $\frac{1}{2}$  year; drawing  $\frac{1}{2}$  year; vocal music, 1 year; industrial subjects, 1 year.



Students from high schools offering less than four years of work will be admitted to the five-year course with such advanced standing as may be justified.

### **Graduates of High School Training Departments**

High school graduates who have taken the high school normal training course, as post-graduate work (i. e. as a fifth high school year), may receive eight credits on the advanced course. In all cases the subjects for which credits may be substituted shall be determined by the President.

No advanced credit is given in any of the Normal Schools of the state when the year in the training course is a part of the four-year high school course.

On the two-year course, no standings are credited from first grade certificates or for under-graduate work in high schools. Credits for regular college and university work are accepted if they apply on the course.

College graduates receive twelve units of advanced credit on the two-year course.

A minimum of one year's residence is required for graduation.

### **Three-Year Course**

Requirements for admission to the three-year course are the same as those for the two-year course.

### **Five-Year Course**

Students who have second grade certificates or credits admitting to an approved high school course or the equivalent will be admitted to the five-year course. While graduates of the eighth grade may be admitted, such admissions will be limited to those whose records and maturity indicate the ability to carry the work. Applicants for admission to the five-year course who do not have the necessary credentials will be required to take examinations in arithmetic, grammar, geography, and United States history. It is expected that all candidates for examination have a knowledge of the subjects as presented in the leading modern text-books.

Standings from high schools will be accepted on the five-year course provided the subjects are not professional subjects.

A first grade certificate valid at the time of presentation, entitles its holder to twelve credits on the five-year course; provided (1) that the subjects to be credited shall be designated by the President, and (2) that the average of the certificate is not less than 75 per cent, and that subjects in which the standings are less than 75 per cent are not credited, the number of credits allowed being proportionally reduced.

### **Admission to the University of Minnesota.**

Graduates of the two-year course are admitted as juniors to the College of Education of the University of Minnesota. Graduates of the five-year course are admitted with forty-two credits of advanced standing.

## Diplomas and Certificates

**Advanced Diploma.** The advanced diploma of the Normal School legally qualifies its holder for the following positions in Minnesota:

1. The position of grade teacher in elementary departments of state high schools, or in graded or consolidated schools.
2. The position of graded school principal, provided a six weeks' course for graded school principals is taken in the School of Agriculture during the summer.

**Special Diploma.** Graduates of the advanced course who complete an additional year of study receive the Special Diploma in Elementary Education.

Such students will be certified to teach in ninth or tenth grades of graded schools or of junior high schools or as special teachers in graded and consolidated schools.

The following certificates entitle students to teach in rural schools:

**Second Grade Certificate.** This may be obtained by completing two years of the five-year course (24 units).

**First Grade Certificate.** This may be obtained by completing three years (36 units) of the five-year course or one year (12 units) of the two-year course. A special group of subjects is offered for those who wish to secure a first or a second grade certificate.

First grade certificates are issued for two years and will be renewed for a period to be fixed by the State Superintendent, and on condition that the holder thereof shall have completed one term of additional work, such renewal to be made on the recommendation of the Normal School in which the student shall have done his work.

**Endorsement of Diplomas.** Advanced diplomas issued to graduates of the State Normal Schools \* \* \* shall be valid as first grade certificates for two years from their date, and at the expiration of two years of successful teaching experience such diplomas, endorsed by the President of the school granting them, and by the State Superintendent, shall have the force of first grade certificates for life.

Elementary diplomas heretofore granted by a State Normal School are valid as first grade certificates for a period of three years from their date, and are not renewable; except that any holder of such an elementary diploma may have the force and effect thereof, as such first grade certificate, extended for a further period of five years. The method of endorsement is the same as stated above.

Blanks for renewal will be sent to applicants upon request. The applicant should make a complete report of teaching done since graduation, and should give the names and addresses of the supervising school authorities under whose direction the work was done, and to whom blanks may be sent upon which to give testimonials as to the quality of the service rendered. When such testimonials have been received, if they are approved by the President, a certificate of indorsement will be sent to the applicant. A fee of one dollar is charged.

## General Information

The graduates of the St. Cloud Normal School now number about 3700. Conditions brought about by the war have greatly reduced the supply of well-trained teachers. Salaries of well-trained teachers are rapidly advancing and the demand far exceeds the supply.

**Students who are entering the school for the first time** should bring with them credits, diplomas, and certificates from the High School Board, state teachers' certificates and all standings beyond the eighth grade. These standings should be presented the first day of the term.

Students will not be received after the beginning of a term except upon presentation of a satisfactory excuse.

The school offers a program of studies which meets the needs of students from the graduate of the eighth grade to the college graduate, and prepares teachers for both graded and ungraded schools, ranging from the kindergarten through the eighth grade, and, under special conditions, for high school work. Curriculums for the special preparation of teachers of drawing, home economics, manual training, music, rural education, and of supervisors and departmental teachers in certain subjects are maintained.

**General Sessions.** There are five daily sessions of the school each week from 8:15 A. M. to 4 P. M.

Evening study hours are observed, except on Friday and Saturday. This arrangement divides the day into two periods; that from 8:15 A. M. to 4:00 P. M., during which time the students are engaged principally in recitations and library work, and that covered by the study hours in the evening. The strict observance of the latter period is of quite as much importance as the former.

**Library and Reading Room.** A library of more than sixteen thousand volumes is open to the school. The standard reference books, dictionaries, encyclopaedias, and gazetteers furnish needed information upon subjects discussed in the classrooms.

A library of modern text-books upon all topics is open to the students.

The school has been designated as a depository of public documents, and has hundreds of valuable documents from the government printing office.

The reading room contains the leading newspapers, magazines, and educational periodicals.

The library is open daily to students. A trained librarian gives lessons in library science, and furnishes valuable bulletins of children's books, and material on other topics of value to teachers.

**Children's Library.** The Children's Library contains a large number of carefully selected books. It also contains magazines and pictures for children.

**Student Organizations.** There are five literary societies, four for young women and one for young men. These furnish opportunity for social and literary culture.

There is a large organization affiliated with the Y. W. C. A.

Glee clubs for young men and young women are continued throughout the year.

An orchestra is maintained in connection with the music department. Opportunity will be offered to join the orchestra early in the year.

### **Where Students May Find Homes**

**Dormitories.** The school has two excellent modern dormitories for young women, Lawrence Hall and Shoemaker Hall. These dormitories are located on the campus on bluffs overlooking the Mississippi River. In these dormitories the young women may enjoy the influence of a cultured home, every effort being made to care for their health, comfort, and happiness.

Each floor has baths, toilet rooms, and electric lights. There are laundries in the basement with electric irons and separate tubs so that young women who desire may do their own washing and ironing. Large living rooms are available for social gatherings.

Rooms in the dormitories contain two closets each. The rooms are supplied with study table, reading lamp, chairs, rugs, two bedsteads, springs, mattresses, pillows, bureau, window shades, pillow cases, sheets, blankets, comforts, and spreads. Each student is requested to bring towels and a bureau cover.

It is expected that the price of board and room per week during the coming year will be \$4.50. In case a young woman rooms alone the cost per week will be \$1.00 more. All bills for board and room must be paid in advance by the month.

The social life of young women in the halls receives especial attention. There is opportunity for social service and helpfulness which is of the greatest value to the young teacher.

Preference in choice of rooms will be given in the order of application. Rooms are engaged by the term only. Students who wish to reserve rooms at either of the dormitories are urged to make reservations at as early a date as possible as the demand is large. Application for rooms should be made to Miss Gertrude Cambell, Secretary.

### **Board and Room in Private Homes**

Students who do not board and room at home are required to secure the approval of the President before engaging boarding and rooming places.

Students will not be permitted to change their boarding or rooming places without permission from the President.

Young men and women will not be permitted to room in the same house. This applies equally where the house is occupied by more than one family.

When a student engages a boarding or rooming place, it will be understood that he is to remain in that place until the end of the term unless a specific agreement to the contrary is made.

Every means will be taken to secure suitable boarding and rooming places for students. Only those boarding and rooming places will be on the approved list where the landlady is willing to assume charge of students and to report absence from study hours and other infraction of school regulations.

### Expenses

**Tuition.** Free tuition is extended to students who take the following pledge:

I declare that I will faithfully attend the St. Cloud State Normal School for the purpose of fitting myself to teach, and that I will, upon ceasing to be a student of the school, teach in the public schools of Minnesota for two years unless excused (or time extended) by the President of the school; in lieu of the fulfillment of this pledge by so teaching, and as compensation for the privileges of the school, I will pay cash tuition at the rate of ten dollars per term; I will also report annually to the school until fulfillment of this pledge.

All tuition is payable by terms, strictly in advance, and no portion of the amount will be refunded.

Text-books are owned by the school and are rented to the students at \$2 per term. Students wishing to buy their books can buy them at the wholesale prices.

Board and room are now obtainable in private homes for from \$4.50 to \$5.00 a week. It is expected that the charge for board and room at the dormitories will be \$4.50 a week. This is payable monthly in advance.

### Class Routine and Scholastic Requirements

The subjects of the curriculum are given for five fifty-minute periods each week for twelve weeks. Sixty periods of a given subject, supplemented by an adequate amount of study outside of class, constitute a unit of work.

A scale of five divisions is used in grading the work of students and in recording the final standings. The grade A is used to indicate a quality of from 90 to 100; B, from 85 to 89; C, from 80 to 84; D, from 75 to 79; E, below 75, or failure.

Students who are found to be especially deficient in oral or written English or in spelling will be required to do special work in these subjects without extra credit. The school will not recommend students who are deficient in these subjects and consequently the opportunity to correct such deficiencies should be regarded as a privilege.

### The Museums

There are several unusually fine collections of material. One of the museums contains an unusually attractive collection of mounted birds, mammals, butterflies and insects. The herbarium contains hundreds of classified specimens.

The geological museum contains a very large collection of minerals and specimens of Minnesota rocks, corals, and a large number of valuable fossils.

### Alumni Association

The school has an active and loyal Alumni Association, the object of which is to continue the friendship of student days, to promote a proper relationship between the alumni and the students of the school, and to advance



the cause of education. The Association meets twice a year. The fall meeting is held at the time of the State Teachers' Association and the spring meeting is held during commencement week.

### **Athletics**

Competent directors are in charge of the gymnasiums and the various sports and games receive attention in season. Several of the teams have made excellent records. A lake provides skating and a Sports Club has provided excellent facilities for tobogganing. Good tennis courts are provided by the school. A special course in Playground Work is offered.

### **Social Life and Entertainment**

The social welfare of the students is an important concern of the school. Wholesome social activities are maintained and encouraged.

An excellent motion picture machine has been purchased and the best films are secured.

A course of lectures and concerts of high grade is provided for the students each year at a very low cost. The course of 1918-19 consisted of the following numbers:

Lecture—Lloyd George—Dr. Charles Aked.

Illustrated lecture—With the Fighting Fleets—Ralph D. Paine.

Recital—Monica Graham Stults.

Cantata—Normal School Glee Club.

All student are urged to buy tickets for the annual course.

The St. Cloud Choral Society provides unusual opportunity for the students to hear artists of international reputation at a very low price. During the year 1918-1919 the following numbers were presented:

Recital, by Mabel Garrison.

Concert, Minneapolis Symphony Orchestra.

### **Rural Education**

The Normal School offers the following special courses in the department of rural education:

(a) All subjects, academic and professional, necessary to the securing of a first grade or second grade certificate.

(b) A course which includes a thorough review of the common branches, courses in rural school methods, agriculture, construction work, and sociology.

(c) A special first grade certificate to students taking the advanced graduate curriculum upon completion of one year's work.

(d) A three-year advanced graduate curriculum for the preparation of supervisors of high school normal training departments. This curriculum leads to the special diploma in elementary education.

(e) A two-year advanced graduate curriculum for the preparation of teachers for consolidated schools with special work in home economics, manual training, and agriculture.

### **The Junior High School**

The upper grades of the Training School are organized on the departmental plan. The upper grades of the city schools of St. Cloud are organized as a junior high school. These grades are used by the Normal School for purposes of practice teaching. The students who are preparing to teach in the upper grades have, therefore, the unusual advantage of preparing for strictly departmental work as well as for the junior high school.

## **Summer Session of 1919**

**June 23--August 1**

### **Purpose and Organization**

The summer session provides opportunity for students to earn credits required for graduation or for certificates. The courses are planned to meet the needs of those who wish (1) A regular or a special diploma; (2) Professional or academic credits for a teacher's certificate; (3) Better preparation for principalships, normal training positions, and departmental work; (4) To improve general scholarship and teaching skill. During the summer session a student may complete the work of a twelve-weeks' term in two subjects, since most of the classes meet twice each day. Except for the non-credit subjects described later, no student in any of the Normal Schools of the state is allowed to carry more than two full subjects during the summer session. A student who does satisfactory work in a credit subject will receive a permanent credit in that subject. This credit will apply towards graduation, or will be transferred to other schools, and in any completed subject credits will be certified for application upon state teachers' certificates.

### **Professional Requirements for Certificates**

The laws of the state require as a condition for securing a first class certificate not only academic standings in a specified list of subjects but also a certain amount of professional training which has been fixed at a minimum of twelve weeks. This training must be secured in a Normal School. A full professional course for a first class certificate will consist of six credits, four of which will be applied by the school towards the completion of the advanced course. Three of these credits (two for Normal School credit and one non-credit) may be earned in one summer session.

During twelve weeks of required professional study the student must earn the six credits within three subject groups, as follows: first, in Primary Methods, Reading Methods, and Rural School Methods, any two of these three subjects being carried in single daily recitation periods for six weeks but one

to be a double daily recitation for six weeks; second, in any two of American History, Arithmetic, Composition, Grammar, and Geography, each given in double daily recitation periods for six weeks; and third, in any one of Drawing, Elementary Handwork, Domestic Science, Hygiene and Sanitation, and Music, each in double daily recitations for six weeks.

High school graduates can secure a first grade certificate by completing the first year of the two year course. Subjects required for first grade certificates will be offered during the summer session.

### **Professional Courses**

The Department of Education announces that beginning with the summer session of 1919 professional courses for common school certificates will be offered only in the State Normal Schools.

It is understood that six professional credits in the Normal School are counted as the equivalent of eight professional credits earned in the university schools.

### **Part Credit**

A teacher who has all the required academic credits and who completes three professional credits in the Normal School may receive a first class certificate valid for one year. Its renewal or extension will require the completion of three additional professional credits.

An applicant for a first class certificate who has all required credits, academic and professional, except a half-credit in algebra, geometry, physics, or professional training, may secure a certificate valid for one year. A half-credit in any one of these first class certificate subjects may be earned in one summer.

### **Registration**

Registration will begin at eight o'clock Monday morning, June 23rd. Wednesday, June 25th will be the last day of registration in any of the Normal Schools. This requirement is necessary in order that the student may complete the full work and receive credit to apply either on a teacher's certificate or on a Normal School course.

### **Sessions**

Sessions will be held five days each week, except that July 4th will be a holiday.

### **Expense**

No tuition charge is made in the case of those who pledge themselves to teach for two years in Minnesota. Others pay five dollars for the term. All students pay a term fee of one dollar, which covers rental of text-books, use of library and equipment.

### **Special Features**

Provision will be made for special programs of interest and value. Lectures, concerts and other forms of entertainment will be provided for the students. Three vocal recitals will be given during the summer session by Anna Louise Week, contralto of Chicago; Rena Layelle, soprano of New York, and Frederick Southwick, baritone of Minneapolis. Mr. Henry Southwick, President of the Emerson College of Oratory of Boston, will give an address and reading. The large industrial plants and other points of interest may be visited. The gymnasiums, the special course in playground exercises, the lakes, and the beautiful walks and drives offer unusual opportunity for recreation. The best motion picture films will be shown.

### **Three Year Course**

The attention of advanced graduates is directed to the three-year course, which has been established to provide training for departmental work in the grammar grades and junior high schools. Subjects will be offered on the three-year course during the summer session.

### **Special Courses**

A special course will be offered which will emphasize the modern theories of play and its physical, mental, moral, and social significance. A large number of games will be taught. The practice will take place on the playgrounds.

Special courses will be offered in the Palmer System of Penmanship.

A special course in chemistry which may be completed by intensive work will be offered.

### **Courses For Rural School Teachers**

A certificate-credit course will be offered in Primary Methods for those who are required to secure professional credit for a first-grade certificate. This course may be taken by strong students in addition to the two regular subjects.

### **Rural School Methods**

This is a valuable course for rural school teachers. It may be taken either as a credit or as a non-credit course.

### **Physiology-Hygiene**

In this course the principles of physiology and of personal hygiene are emphasized. Special attention is directed to school conditions and problems.

### **Handwork For Lower Grades**

This is a very interesting and valuable course.

### **Methods Courses**

Methods Courses in Arithmetic, Drawing, Geography, Grammar, History, and Music will be offered.

## Subjects Offered

Agriculture	Literature II or IV
Algebra I	Literature V
Algebra II	Literature for Children
Arithmetic I	Manual Training
Arithmetic II	Music I
Arithmetic Methods	Music Methods
Biology	Penmanship (Palmer)
Chemistry	Phonics
Child Study	Physics
Civics	Physiography
Composition I or II	Physiology-Hygiene
Cooking	Playground Methods
Drawing Methods	Primary Handwork
Geography I	*Primary Methods
Geography II	Printing
Geography Methods	Psychology II
Geometry I	Reading I
Geometry II	Reading Methods
Grammar I	*Rural School Methods
Grammar II	School Administration
Grammar Methods	Sewing I, II, and III
History I	Social Science
History II	Themes
History Methods	

\*Subject may be taken once a day for half credit.



## Course of Study

### A Two-Year Differentiated Curriculum For High School Graduates

#### REQUIRED FOR THE LOWER GRADES

Junior Year	Senior Year
Advanced Civics	Children's Literature
Arithmetic	Elective
Drawing	Elective
Educational Theory	Hygiene and Sanitation
Geography	Literature V
Grammar and Language	Practice Teaching (two terms)
History	Psychology I and II (two terms)
Lower Grade Methods	School Administration
Music	Sociology
Penmanship ( $\frac{1}{2}$ )	
Primary Handwork	
Reading	
Themes	

#### REQUIRED FOR UPPER GRADES

Junior Year	Senior Year
Advanced Civics	Elective
Arithmetic	Elective
Drawing	Hygiene and Sanitation
Educational Theory	Literature
Geography	Literature V
Grammar	Practice Teaching (two terms)
History	Psychology (two terms)
Industrial or Household Arts	School Administration
Music	Sociology
Penmanship ( $\frac{1}{2}$ )	
Reading	
Themes	
Upper Grade Methods	

#### ELECTIVES

American Literature (For Upper Grade Teachers)	Drawing (Advanced)
Biology	Elementary Science
Chemistry (For those who did not re- ceive credit in high school.)	History of Education
Children's Literature (For Upper Grade Teachers)	History IV and History V
	Household Arts
	Industrial Arts

Kindergarten Theory (For Lower  
Grade Teachers)

Literature

Lower Grade Methods (For Upper  
Grade Teachers)

Music

Psychology (3)

Physics (For those who did not re-  
ceive credit in high school.)

Physiography

Solid Geometry

Trigonometry

Upper Grade Methods (For Lower  
Grade Teachers)

NOTE—Any subject for which the student is prepared may be elected from the special courses which follow, if approval is secured.

## Five-Year Curriculum Leading to the Advanced Diploma

**FOR STUDENTS WHO HAVE NOT COMPLETED A FOUR YEAR HIGH  
SCHOOL COURSE**

### First Year

Algebra I, II, III .....	3 terms
English Composition I, II .....	2 terms
Geography, Physical.....	1 term
Geography, Commercial .....	1 term
Grammar I, II .....	2 terms
Music I .....	1 term
Penmanship .....	1 term
Physiology .....	1 term
Reading .....	1 term

### Second Year

Arithmetic, I, II .....	2 terms
Biology I, II .....	2 terms
Composition III .....	1 term
Drawing I .....	1 term
History, General I, II, III.....	3 terms
Industrial or Household Arts .....	1 term.
Literature I .....	1 term
Music, I .....	1 term

### Third Year

American History, I, II .....	2 terms
Civics .....	1 term
Drawing II .....	1 term
Elective .....	1 term
Elective .....	1 term
English History .....	1 term

Literature II .....	1 term
Plane Geometry, I, II .....	2 terms
Solid Geometry, rural methods, or approved elective .....	1 term
Rhetoric .....	1 term

#### Fourth Year

Educational Theory .....	1 term
Elective .....	1 term
Industrial or Household Arts .....	1 term
Literature III, IV .....	2 terms
Physics, I, II, III .....	3 terms
Reading and Language Methods .....	1 term
Themes .....	1 term
Upper or Lower Grade Methods .....	1 term

#### Fifth Year

Chemistry, I, II, or Cooking .....	2 terms
Elective .....	2 terms
Hygiene and Sanitation .....	1 term
Literature V .....	1 term
Practice Teaching .....	2½ terms
Psychology I, II .....	2 terms
School Administration .....	1 term
Sociology .....	1 term

NOTES: Those who expect to receive a first grade certificate should substitute rural methods, educational theory, primary reading methods, and primary handwork for English history, rhetoric, and the electives.

For electives see pages 23 and 24.

### Additional Year of Work Leading to the Special Diploma in Elementary Education

The curriculum aims to prepare teachers for normal training departments in high schools, for principalships of consolidated and graded schools, and for other supervising positions.

Seven hundred twenty hours are required in this course and the work must be taken in sequence with the work in the regular course of study.

#### Required Subjects

##### Education—

Administration .....	1 term, 60 hours
Teaching .....	1 term, 60 hours
Educational Sociology .....	1 term, 60 hours
History of Education .....	1 term, 60 hours

## English—

Literature .....	1 term, 60 hours
English Composition .....	1 term, 60 hours

**Electives**

Three hundred sixty hours, or six terms of work, will be selected by the student from the following subjects with reference to a special field of work:

Agriculture .....	2 terms, 120 hours
Geography .....	2 terms, 120 hours
History and Economics .....	3 terms, 180 hours
Drawing .....	1 term, 60 hours
History of Education .....	1 term, 60 hours
English .....	5 terms, 300 hours
Playground Course .....	1 term, 60 hours
Special Methods .....	1 term, 60 hours
Mathematics .....	1 term, 60 hours
Elementary Science .....	1 term, 60 hours
Rural School Methods .....	1 term, 60 hours
Rural Sociology .....	1 term, 60 hours
School Administration .....	1 term, 60 hours
Science (Biological and Physical) .....	4 terms, 240 hours
Library Science .....	1 term, 60 hours

NOTE: Subjects may be selected, also, from the special courses of study in Industrial Arts, Music, and Drawing.

**Special Courses**

These courses require three years beyond the high school or one year beyond the advanced diploma course. Students may intersperse the special subjects with the subjects of the advanced course, or take the special subjects in one year after completing the advanced course. The special diploma in music and manual arts secures a certificate to teach or supervise those subjects in graded schools, consolidated schools, and high schools.

The special diploma in home economics secures a certificate to teach this subject in consolidated schools and graded schools, including junior high schools.

**Industrial Arts**

Industrial Drawing and Design .....	120 hours
Architectural Drawing .....	120 hours
Furniture Design, Construction, and Finish .....	120 hours
Woodturning and Pattern Making .....	120 hours
Industrial Arts for Lower Grades .....	60 hours
Industrial Arts for Middle Grades .....	60 hours

Industrial Arts for Higher Grades .....	60 hours
Printing and Bookbinding .....	60 hours
Commercial Art .....	120 hours
Vocational Guidance .....	60 hours
Industrial Arts Practice Teaching .....	120 hours

Advanced graduate diploma and nine of the above units are required for the diploma in Industrial Arts.

### Home Economics

Laboratory Work, Art Principles and Dress (S.1) .....	120 hours
Food Science and Preparation (C.1) .....	120 hours
Advanced Sewing (S.2) .....	120 hours
School Lunches and Dietary Problems (C.2) .....	120 hours
Household Chemistry .....	120 hours
Dressmaking. Millinery (S.3) .....	120 hours
Home Economics—Scope and Organization. Nutrition (C.3) .....	120 hours
Practice Teaching .....	60 hours
Bacteriology .....	60 hours
Textiles and House Furnishing .....	60 hours

Advanced Graduate Diploma and ten of the above units are necessary for the Home Economics Diploma.

### Music

Prepares Supervisors and Teachers for the Public Schools.

Accompanying or two terms of piano .....	120 hours
Advanced sight reading .....	60 hours
Primary Music Methods .....	60 hours
Advanced Music Methods .....	60 hours
Practice Teaching in Music .....	120 hours
Appreciation .....	60 hours
History of Music .....	60 hours
Harmony, two terms .....	120 hours
Methods in Appreciation .....	30 hours

Advanced Graduate Diploma and ten of the above units are necessary for the Music Diploma.



## Rural Education

### A Two-Year's Curriculum Leading to the Advanced Diploma

Twenty-four credits are required for the completion of this curriculum.

Grammar III.....	1 term, 60 hours
Arithmetic III.....	1 term, 60 hours
Reading III.....	1 term, 60 hours
History III.....	1 term, 60 hours
Geography.....	1 term, 60 hours
Music III.....	1 term, 60 hours
Drawing III.....	1 term, 60 hours
Advanced Civics.....	1 term, 60 hours
Literature and Themes .....	1 term, 60 hours
Agriculture I .....	1 term, 60 hours
Physiology-Hygiene.....	1 term, 60 hours
Psychology I and II.....	2 terms, 120 hours
General Methods.....	1 term, 60 hours
Manual Training.....	1 term, 60 hours
Home Economics.....	1 term, 60 hours
Sociology.....	1 term, 60 hours
Rural School Methods.....	1 term, 60 hours
Grade Methods.....	1 term, 60 hours
Teaching.....	3 terms, 180 hours
Penmanship.....	1 term, 60 hours
Physical Education, Plays and Games.....	1 term, 60 hours
Drawing Methods .....	1 term
Literature V .....	1 term
Manual Training or Sewing II.....	1 term
Music Methods .....	1 term
General Methods .....	1 term
Upper, or Lower Grade Methods.....	1 term
Physics, I, II, III .....	3 terms
Reading Methods .....	1 term

## Outline of Subjects Offered

### BIOLOGICAL SCIENCE

**Biology I.** A course in civic biology for high school graduates. The subject matter is organized as follows;

(a) The study of plants and animals in their fundamental life processes of food getting, adaptation to environment, and reproduction.

(b) The relations—dependencies and interdependencies—of all life to other life and environment.

(c) The economic uses of plants and animals to man, together with the problems of the conservation and improvement of life by plant and animal breeding.

(d) The improvement and betterment of society by the conservation of heredity as well as by the care of surroundings—personal, domestic, and public hygiene.

**Biology II.** This is a course in bacteriology for high school graduates, for students of home economics, and for students of agriculture. A study is made of bacteria, and of their relations in food preservation, air and water supplies, health and disease, and in the industries, as butter, cheese, and bread making.

**Biology III.** This is course in agriculture. The purpose is to give the student a knowledge of the science of agriculture. Farms, dairies, and apiaries in the vicinity afford opportunity for the study of many practical problems. In order to secure the best results students who take this course should have completed Biology I and II, and should have completed elementary physics and chemistry.

**Biology IV.** This is a course in physiology-hygiene. The purpose of the course is to give the student a knowledge of the functions and care of the human body. After the body mechanism has been studied, emphasis is placed upon the physiology of digestion, and the nervous system. The problems of personal, domestic, and public hygiene and sanitation are studied. Required of all high school graduates.

### CIVICS

**Civics I. Elementary Civics.** The aim of this course is to present government as a means of co-operation for the better satisfaction of human wants and ideals. A good deal of emphasis is put upon the study of the township, city, and county governments. Much information is gained from visits to local courts and local officials. The obligations of good citizenship are emphasized throughout the course.

Training in parliamentary practice is provided as part of the class work.

**Civics. II. Advanced Civics.** This course deals with the purposes and the organization of government. The fundamental principles of American government receive great emphasis. The history of our governmental institutions is considered for the purpose of tracing those changes which have had to do with the extension or curtailment of democracy. An understanding of American government is sought which will be sufficiently thorough to enable the student to play an intelligent part in community and national affairs. Current problems are discussed.

### COMPOSITION

**Composition I.** The student, at the end of this course, should be able to give orally and to write in clear, concise sentences free from grammatical errors, short, unified compositions concerning his own experiences. Emphasis is placed upon narrative.

**Composition II.** Prerequisite Composition I. The student, at the end of this course, should be able to give long, well organized oral and written nar-

ratives and short expositions in unified, coherent, concise sentences. The principles of paragraph structure; helps in the securing of sentence-unity and sentence emphasis; aids concerning choice of words; and punctuation rules applying to the sentence forms that the student uses are emphasized in this course.

### DRAWING

**Drawing I.** This course includes a study of the science and relation of colors; free hand drawing and coloring from nature and still life; the handling of pencil, crayon, charcoal, and water color perspective in simple problems; beginning picture study as related to school and home; landscapes in different mediums, simple lettering, and the elements of applied design from nature and from geometric forms.

This course is offered in fall, winter and summer terms.

**Drawing II.** This course includes,, blackboard sketching from nature and in composition; design as applied to stained glass, block printing, stenciling, and poster making in different mediums, the designing and applying of conventionalized forms from nature, lettering as applied to book pages, covers and posters, advanced perspective as applied to practical problems, and advanced picture study.

This course is offered during the spring term.

**Drawing III.** The work of the first six weeks of the course is the same as that of Drawing I. During the last six weeks the course includes applied design from nature study; lettering as applied to posters, book pages, covers, etc., interior decoration in drawing, coloring and design, picture study as applied to school and home, landscape in natural and decorative composition; stenciling and other forms of practical application. The purpose is to broaden the field of vision, through an appreciation of beauty in its broadest sense.

### GEOGRAPHY

**Geography I. Physical Geography.** This course includes: (1) a detailed study of the factors which control climate; (2) a consideration of the major relief features of each continent; (3) the application of the knowledge thus gained; (4) a study and application of some of the fundamental principles of drainage and of soil formation. The purposes of the course are: (1) to enable students to interpret physical maps; (2) to furnish the basis necessary for an understanding of political and commercial geography.

**Geography II. Commercial Geography.** Prerequisite, Geography I. This course is devoted to the further application of the knowledge acquired in Geography I. A special study is made of climate, soil and surface features and of winds and ocean currents in order to explain more fully the distribution of the world's products, industries, and population, and the paths of commerce. The processes involved in the production of the more important of the staple commodities of commerce are studied in detail. Particular attention is given to the contributions to the world's commerce.

**Geography III. (High School Graduate Course.)** This course covers Geography I and Geography II in one term.

**Geography IV. Physiography.** Prerequisite, Geography III or Geography I and II. The purpose of this course is to give the student a knowledge of the fundamental facts necessary for the teaching of geography. The course is supplemented by laboratory work and by field trips,

The course includes: (a) A study of common minerals and rocks. (b) The laws which govern the formations of the various types of physical forms. (c) A regional study of the United States.

### GRAMMAR

**Grammar I.** This is a course in sentence structure and sentence analysis. Much emphasis is put upon correct speech and the avoidance of the common errors of speech.

This is required of all students in the five-year course.

**Grammar II.** This course is a continuation of Grammar I. The parts of speech are studied in so far as the knowledge of them seems essential as a basis for self-criticism.

### Grammar Methods.

**Grammar III.** A differentiated course in language and grammar for high school graduates.

**Course A.** This course is required of all high school graduates who are specializing in lower grade work. The course deals with the sentence as a structural unit in graded steps from the simplest form to more expanded types. The study is made from the point of view of the student and in its relation to the language needs of the child. The last consideration includes a study of such topics as: What are good ways to develop in children recognition of the sentence form and to fix the sentence habit in their habitual speech; how may we meet the needs of the child for sentence models; what may be done to increase growth in sentence power and in building consecutive sentences; what are the best ways to eradicate gross speech errors.

**Course B.** This course is required of all high school graduates who are specializing in upper grade work. The course includes a study of the sentence: classifications, essential parts, modifiers of essential parts, connectives, inflections, and uses. Great emphasis is put upon practical applications of the subject matter.

### HISTORY

**History I. American History.** This course includes a study of the maritime and colonial enterprises of the nations of western Europe from the fifteenth to the eighteenth centuries. A study is made of motives, methods, obstacles, and achievements. Emphasis is placed upon the labor system and the trade system of the colonies of the various nations, and upon the social, industrial, and political systems of the English colonies in America. Much attention is given to the various forms of government, and especially to self-government, its beginning and progress through the agencies of town meetings, town committees, colonial committees, colonial congresses, continental congresses, and the American Association culminating in constitutional government of state and nation.

**History II. American History.** This course begins with the adoption of the constitution and includes a study of the more important problems of national government, such as organization, sovereignty, finances, the banking systems, tariff, commerce, manufactures, labor systems, the acquisition of territory, the westward movement, extension of the franchise, the growth of democracy, foreign relations, and civil service.

**History III. American History. (High School Graduate Course.)** A study of American History from its European origin to the promulgation of the Monroe Doctrine. The subject is treated as a part of the great movement of world history. Special attention is given to such problems as the evolution of self-government, the development of national unity, the geographic and economic influences affecting the home-life, industries, and institutions of the people.

The student is introduced to the best historical literature both in sources and in secondary works. Training is given in the use of bibliographies.

**History IV. American History.** This is a continuation of American History III, dealing with the main movements of American History from 1823 to the present time. Emphasis is laid on the development of the governmental, economic, and social factors that are vital issues today. The judicious use of certain current magazines is a helpful feature. The course is elective and is open to those who have completed History III.

**History V.** This is a course in American History. It deals with the political and economic development of the United States since 1877. It includes a study of our foreign relations. The course is an elective open to those who have completed History III.

**English History.** Many of the more important movements of English History are included in the course in European History which precedes this course. In this course the emphasis is placed on the evolution of popular self-government, including the transplanting of English institutions to the New World, their development here, and the estrangement and separation from the mother country. A special study is made of the development of the British Empire since 1800. In this study special emphasis is placed on the change in colonial policy and the democratization of English political and economic life.

**European History.** The work in this course, which continues throughout the year, includes Ancient, Mediaeval, and Modern European History. It begins with the first appearance of man and traces his story down to the present.

Emphasis is placed upon industrial, commercial, literary, religious, scientific, and artistic activities as well as upon those of a political character. Thus it is sought to explain the present by means of an understanding of the past.

**History of Education.** The work of this course is introduced by a brief survey of the educational conditions and theories of ancient and mediaeval times. Special attention is then devoted to the contributions of Locke, Comenius, Rousseau, Pestalozzi, Herbart, and Froebel. The works of the principal educational leaders of the nineteenth century are then studied in detail. The history of education in the United States is especially emphasized during the latter part of this course.



### HOUSEHOLD ARTS

**Sewing I.** Prerequisite Drawing. This course includes the making of simple garments which involve the use of the sewing machine and its various attachments; fundamental stitches; constructive processes; knitting, crocheting, darning, patching, drafting, and the use of patterns.

**Sewing II.** Prerequisite Sewing I. Attention is given to the relation of art principles to dress—proportion through line, dark and light values, and color harmony. Application is made to various articles of dress.

**Sewing III. Dressmaking; Millinery.** Prerequisite Sewing II. This course gives additional work in the making of gowns, remodeling of garments, design and construction of hats. Emphasis is put upon the teaching of sewing in the grades.

**Cooking I. Food Science and Preparation.** Prerequisite Physiology and Chemistry. This course gives a basis for the intelligent selection and preparation of food. The most important types of food are studied as to composition, digestibility, nutritive value, and cost. The course includes the material outlined by the National Food Administration. Food conservation is emphasized in all class and laboratory exercises. Meals are prepared with some definite budget in mind. Attention is given to table equipment and service.

**Cooking II. School Lunch and Dietary Problems.** Prerequisite Cooking I. In this course the class assumes the responsibility of operating a cafeteria lunch room. The lunch room is patronized by the students and faculty of the school. Training is given in the management of the lunch room, the preparation of the lunches, and accounting.

**Cooking III.** Prerequisite School Lunch and Dietary Problems. This course is especially arranged for those who intend to teach home economics. It considers the best interests of the girl as a basis for the selection and organization of material in home economics courses. A study is made of laboratory equipment, text books, and available illustrative material.

**Nutrition.** The course offers an elementary study in the chemistry of nutrition.

**Textiles and House Furnishing.** This course includes the study of weaving; the adulteration and economic value of textile fibres; the choice of furniture and rugs, and a study of color schemes for the home.

### INDUSTRIAL ARTS

**Industrial Arts for Lower Grades.** This course is especially planned to meet the needs of primary teachers by suggesting hand work for the first four grades. The history of primitive and modern industries most closely allied with each subject, as paper making, manufacturing of cloth, brick making and pottery, is studied.

Paper and yarn weaving, cardboard construction work, elementary book-binding, basketry, lettering and printing with the best methods fitted to school room conditions are taught.

**Industrial Arts for Middle Grades.** This course is planned to meet the needs of middle grade teachers, and consists of advanced work in pottery, including the designing, building and decorating of pottery shapes, the making

of plaster molds, the firing and glazing of work; book-binding and the rebinding of old books; advanced work in basketry.

**Industrial Arts for Higher Grades—Spring Term.** This course includes a study of the modern vocational guidance movements. The regular shop work consists of cabinet making, mechanical, and architectural drawing, cement work, and printing. Visits are made to local factories and offices, so that students may know something of the industrial conditions which many students must meet when they leave the school.

**Printing and Bookbinding—Every Term.** In this course the elementary principles of printing and bookbinding are studied. Type-setting, proofing, press operations, and simple binding are worked out as practical problems.

**Commercial Art—Winter Term.** This course has been planned to aid the teacher to prepare attractive posters and designs for class room and other purposes. The psychology of advertising, composition, perspective lettering, color, photo retouching, and engraving methods are studied, and worked out in designs for posters, booklets, etc. Prize competitions are open to all students.

**Vocational Guidance—Summer Term.** This course is planned to develop an appreciation of and proper attitude towards the great problems of industry. Community industrial surveys, standards, tests, and records are studied. The recent books dealing with vocational guidance serve as a basis for class discussions.

**Industrial Arts Practice Teaching.** To secure a credit in practice teaching, students are required to do the regular and full time work required of the training school classes in this subject.

**Industrial Drawing and Design—Fall Term.** This course is divided into two parts: The purpose of the work of the first half of the term is to acquaint the student with the use of instruments, materials, and terms used in the trades. The last half of the term is spent in studying the methods used in factory drafting-rooms. Emphasis is put upon various methods of introducing an industrial course in a school. Local drafting-rooms are visited.

**Architectural Drawing—Spring Term.** The purpose of this course is to give the student an understanding of building plans and construction.

The work is presented in the following order: Needs, location, materials, design, construction, heating, lighting, plumbing, and finishing. Building laws, specifications, bids, and contracts are studied. Special trips are made to buildings under construction and to completed buildings.

**Furniture Design, Construction and Finish—Spring Term.** A brief study is made of the history of furniture. This is followed by study of materials, designs, construction, and finish. Modern factory methods are used as far as school conditions will allow. Visits are made to local factories.

**Woodturning and Pattern Making—Spring Term.** This course is divided into two parts. A study is made of materials and tools, which gives the proper basis for pattern making.

The work in pattern making acquaints the student with methods and devices necessary to successful moulding. Each student is required to make a test pattern which he must mould and pour to test for measurements required in the finished casting. Visits are made to the local foundries and machine shops.

## LITERATURE

**Literature I.** This course includes a study of world mythology as a basis for the understanding and appreciation of allusion in classical literature. Students read and discuss literature based largely upon myth and legend, as, Tennyson's *Idylls of the King*, Phillips *Ulysses*, and Bryant's translation of the *Odyssey*.

**Literature II.** This is a course in American Literature. Selections are studied from the poems of Bryant, Whittier, Longfellow, Emerson, Lowell, Holmes, Poe, Whitman, and Lanier. Topics and readings are taken from Irving, Cooper, Hawthorn, Hale, Burroughs, Thoreau, Clemens, Riley, Field, Van Dyke, Howells, Aldrich, Deland, Sill, Tarkington, and Stockton.

**Literature III.** (a) English and American Essays. This course includes a study of Emerson's *Nature*, *The American Scholar*, *Self Reliance*, and *Compensation*; Ruskin's *Sesame and Lilies*, and *Modern Painters*; Lamb's *Essays of Elia*; Carlyle's *Essay on Burns*, and *Hero-Worship*; reports are given by students upon prominent writers of today; (b) English Poets—Milton to Wordsworth; (c) Chaucer, *The Old English and Scottish Ballads*, and *The Iliad*. Topics and discussions upon national folk epics.

**Literature IV.** A critical study of Browning (six weeks). Texts, William J. Rolfe, H. C. Peterson, and Charles W. French editions. Tennyson (two weeks), Van Dyke edition. A brief survey of the romantic school of poetry from Thompson to Wordsworth. Topics and discussions relating to Arnold, Morris, Rossetti, Kipling, Noyes, Brooke and recent war poetry.

**Literature V.** Shakespeare: This course includes the study of three dramas selected from: *Midsummer Night's Dream*, *As You Like It*, *Twelfth Night*, *Macbeth*, *Othello*, *Tempest*, *King Lear*.

A course in the modern drama is substituted for the Shakespeare course, during certain terms (a) typical dramas of Björnson, Ibsen, Strindberg, Shaw, Galsworthy, Brioux, Rostand, Maeterlinck, Hauptmann, Moody, Zangwill; (b) presentation of short dramas, selected from Synge, Yeats, Barrie; Masefield, Sudermann, Giacosa, Andreyey, Mackaye, Lord Dunsany.

**Literature VI.** The Novel—Eliot, Scott, Dickens, Austin, Bulwer-Lytton, Kingsley, Thackeray, Stevenson, Barry.

**Literature VII.** Children's Literature. Students are required to acquaint themselves with the literature of the children's library, and from these books to select stories of poems best suited to the various grades. Practice is given in story-telling, dramatization, and in the teaching of appropriate poems.

Each student is required to relate stories in class and to teach one poem appropriate for the lower grades. Representative literature for the higher grades is read and discussed in class.

References for stories: *Worth While Stories for Every Day*; *Stories to Tell to Children*; *The Story-Teller*; *Fable and Folk Stories*; *Fairy Stories Every Child Should Know*.

Collections of poems: *Graded Poetry*, Alexander and Blake; *Book of Famous Verse*, Replier; *Child's Garden of Verse*, Stevenson; *Childhood Songs*, Larcom; *Poems*, Thaxter; *Poems*, Holbrook; *Songs of Childhood*, Field; *Book of Joyous Children*, Riley; *Songs of Nature*, Burroughs, and *Childlife in Poetry*, Whittier.

Reports are given upon the best methods of story-telling and the value of the story in the development of the child. References: Literature in the Elementary School, McClintock; Stories Children Need, Bailey; The Art of Story-Telling, Shedlock; The Children's Reading, Olcott; How to Tell Stories to Children, Bryant.

Students are required to write short stories and verse in order to develop their power of appreciation and interpretation and to make them more efficient in the training of children.

### MATHEMATICS

**Arithmetic I.** This course includes a study of the fundamental operations, common and decimal fractions, and mensuration. A great deal of emphasis is put upon practical applications.

**Arithmetic II.** This course includes percentage with its applications to buying and selling, commercial discount, commission, insurance, national, state, county, and city revenues and expenditures, taxes, bank discount, and the saving and investing of money. Practical applications are emphasized. An intensive study is made of the best books on the pedagogy of arithmetic.

**Arithmetic III.** A differentiated course in Arithmetic for high school-graduates.

**Course A.** This course is required of all high school graduates who are specializing in lower grade work. The course includes a study of the reading and writing of numbers, the four fundamental operations with integers, denominate numbers, common and decimal fractions, measurements and estimates, simple mensuration, and short methods of computation. A study is made of the best books and other references on the topics under discussion. A study is made of several of the best state and city courses in Arithmetic and of standard text-books.

**Course B.** This course is required of all high school graduates who are specializing in upper grade work. The course includes the material of course A that is considered to be necessary for the work of the upper grades. It also includes the study of percentage and its applications, mensuration, and square root. In this course a good deal of emphasis is placed upon the mathematics of the junior high school and the mathematics courses in typical junior high schools are studied.

In all of the courses in Arithmetic emphasis is placed upon the proper presentation of new material, drills and devices that aid in securing accuracy and speed in computation, and methods that aid the teacher to secure good results in the teaching of the subject.

**Algebra I.** The work of this course includes the fundamental operations with the introduction of negative numbers, factoring, divisors and multiples, formulas, and simple equations.

**Algebra II.** This course includes a study of fractions, simple and simultaneous equations, involution, an evolution. The study of formulas and graphs is emphasized.

**Algebra III.** This course includes a study of the theory of exponents, radicals, and quadratic equations.

In all courses in algebra the practical applications of the subject are emphasized.

**Geometry I.** The work of the term includes Books I and II of plane geometry. A great deal of emphasis is put upon practical applications.

**Geometry II.** Books III, IV, and V are completed. Emphasis is placed upon practical applications and originals.

**Geometry III. Solid Geometry.** The work as ordinarily presented in a standard text is followed. Practical applications are emphasized.

**Trigonometry.** This course is given for those who expect to teach mathematics in junior high schools. It is offered as an elective.

### METHODS

**General Methods, Lower Grades.** This course includes a study of the characteristics of pupils in the lower grades and the selection of material in the various subjects adapted to these grades. The use of questions, objects, pictures, and stories is emphasized. Typical lessons are planned in each subject and special attention is given to the formation and development of right habits of thought and conduct.

**General Methods, Upper Grades.** This course includes a preliminary study of the characteristics of the early adolescent pupil, a general survey of the educational activities best fitted for his development with emphasis upon the qualities necessary for the successful teacher of these grades. Study of the recitation, the study period, the technique of teaching and class management follow. Specific application of principles is made to the teaching of English and arithmetic.

**Primary Methods.** Prerequisite General Methods. This course builds on the foundation laid in general methods. The subject matter of arithmetic, geography, construction work, nature study, oral and written language and elementary history is outlined for each of the lower grades and the methods of presenting each are illustrated in daily plans.

**Upper Grade Methods.** This is a course of supervised observation in the training school with emphasis upon the planning and teaching of illustrative lessons. Specific organization of work in the upper grades in grammar, geography, and history forms the basis of this course.

**Lower Grade Reading Methods.** This course is planned for teachers of the first, second, and third grades. It deals with the principles and methods involved in the teaching of reading in the lower grades. It includes a study of such topics as the following: motivation, recent investigations relating to rate and comprehension in reading, silent reading, expression, laws of habit formation as related to reading, how to memorize, word analysis, related seat work, lesson planning, and choice of reading texts for each grade.

**Advanced Reading Methods.** Prerequisite General Methods. This course is divided into two parts. Part one includes phonics and oral interpretation. The aim is to improve both the oral and silent reading of the student. Part two emphasizes the method of teaching higher grade reading.

**Practice Teaching.** In addition to the observation and teaching required in the second term of methods, each senior teaches 120 hours in the training school and 60 hours in the city schools of St. Cloud, where he takes charge of an entire grade.



## MUSIC

**Music I.** This course includes sight reading; elementary theory; ear training; enunciation and tone placing in connection with the teaching of rote songs.

**Music Methods.** This course includes methods in the teaching of rote songs, sight reading, elementary theory, ear training; training in the care of the voice; preparation of lesson plans; teaching of illustrative lessons.

### COURSES FOR SPECIAL DIPLOMA IN MUSIC

**Advanced Sight Reading.** Prerequisite Music Methods II. Students in this course are required to read, both individually and in groups, music of high school grade. They are required to read in all voices in four voiced music.

**Appreciation I.** This course includes a study of the principles of form in its development from the folk song to the symphony; drill in the discrimination of the tone quality of instruments and of the tone color produced by combination of instruments.

**Methods in Appreciation.** Prerequisites Appreciation I and one term of practice teaching.

The purpose of this course is to show the necessity of method in listening lessons in music; to state and illustrate the principles which must underlie the choice of all material for listening lessons.

**Music III. Methods in the Lower and Middle Grades.** Prerequisite Music Methods. This course includes an intensive study of the music problems of the first six grades. Special attention is given to the care of the voice; to the preparation of lesson plans, and outlines; to the choice and organization of material. A part of each lesson is devoted to observation and teaching in the training school.

**Music IV. Methods in Higher Grades and Junior High School.** Prerequisites Methods in lower and middle grades and one term of practice teaching.

This course includes an intensive study of the music problems of grades seven, eight, nine, and ten. Special attention is given to the outlining of work; to the choice and organization of material; to voice testing, to the care of the voice through mutation; to the organization of glee clubs; to chorus conducting.

**Appreciation II.** Prerequisite History of Music and Appreciation I. This course emphasizes content in music as influenced by the personal characteristics and environment of a composer, by his nationality and by the period in which he lived. Special study is made of the lives and works of Haydn, Mozart, Beethoven, Schubert, Mendelssohn and Tschaikowski.

**Harmony I.** Prerequisite Appreciation I. This course includes a study of major and minor scale structure; chord formation and inversions; intervals and inversions; cadences; transposition; melody formation; harmonic and non-harmonic ornamental tone; harmonization of melodies involving principal triads; analysis; ear-training in the natural tendencies of active to rest tones, in major and minor chords and their inversions, in melodies and two voiced



harmony. Keyboard work is combined with the study of scales, intervals, chords, and cadences.

**Harmony II and Orchestration.** Prerequisites Appreciation I and Harmony I. This course includes a study of harmonic progression away from and towards a key; relation of triads within a key; seventh chord; modulation; chord selection; voice progression; four part harmony; elementary composition; analysis; ear-training in chords and inversions; dominant seventh chords, inversions, and resolutions; resolution of dissonant intervals; melodies; two voice of harmony.

Orchestration includes a study of the instruments of the orchestra as to register and tone quality; a study of orchestral scores and the orchestration of simple selections.

**History of Music.** This course includes a study of the music of primitive nations; the rise and development of church music and of opera and oratorio; of the development of instruments; of classicism and romanticism in music and of the development of the modern musical forms.

## PHYSICAL EDUCATION

The department of physical education provides instruction and means for the improvement and preservation of health and the harmonious development of the body.

It is the purpose of the department to make a careful physical examination of every student at the beginning of each fall term and at such intervals as seem necessary. In accordance with this examination, personal advice and suggestions regarding habits of life, recreation, study, and exercise best suited to individual development are given by the special teachers.

Violent exercise is discouraged, but students are required to take rational exercise for the proper development of the body and for correcting improper postures in standing, sitting, and walking.

Every student in the school, unless excused by the President, is required to take the work of this department.

Each student is required to have a gymnasium suit purchased at cost from the school, in order that suits may be uniform in color and pattern.

## PHYSICAL SCIENCES

### PHYSICS

**Physics I.** This course includes the study of matter, laws of motion, force, work, energy, and their application in simple machines and in fluid pressure. The facts studied are verified and problems are emphasized as a means of impressing these important facts upon the mind.

**Physics II.** This course includes the study of sound, magnetism, and electricity. The course is usually offered during the winter term.

**Physics III.** The course includes the study of heat and light and the phenomena and laws relating to them. Scientific knowledge of the principles of heating and lighting is essential to the preparation of the teacher of today.

The class work in physics is supplemented by work in the laboratory.

To do the work in physics satisfactorily, students should have completed algebra through quadratics and plane geometry I and II.

While the best order is the sequence outlined above, these courses may be taken in any sequence.

### CHEMISTRY

**Chemistry I.** This course includes a study of chemical action, acids, bases, salts, and enough of the chemical laws and theory to insure a good working knowledge of general chemistry. With this as a basis, the chemistry of common things, such as fuels, fireplaces, stoves, gas, and gasoline stoves, oil and gas lights is studied.

**Chemistry II.** Prerequisite Chemistry I. This course is a continuation of Chemistry I. It deals with the chemistry of the household. Such topics as air and ventilation and purification of water are first considered. A short study of the organic chemistry of carbon compounds is made in order to prepare the student for the study of foods. The chemistry of foods is taken up under the following topics: cooking and adulteration, bread making, milk, cream, ice cream, butter and cheese. Study is made of cleaning, laundering and textiles.

**Chemistry III.** Prerequisites Chemistry I and II. This is a continuation of Chemistry I and II. Special emphasis is placed on the chemistry of industries. The course includes metals, inks, photography, paints, oils and pigments, distillation of petroleum, wood and coal, blast lamps and blow pipes, gas engines, extraction of certain metals, electric furnaces, batteries, corrosion and cleaning metals, iron and steel, lime and cement, brick and pottery, glass and a brief study of the chemistry of agriculture.

### PENMANSHIP

The aim of this course is to provide instruction in Palmer Method Writing. Every phase of the Palmer Method in its relation to elementary schools is taught. Position, form, movement, and speed are emphasized.

There is class drill to demonstrate proper methods of teaching muscular movement writing in the various grades, and to develop counting and rhythm; blackboard instruction is given to present the principles of form and motion.

This is a splendid opportunity to obtain instruction in the mechanics and pedagogy of practical writing. It is possible for students to secure Palmer Certificates.

### PSYCHOLOGY AND CHILD STUDY

**Playground Methods.** This course includes a study of the play instinct; the nature and function of play; community social conditions; the playground movement; practical conduct of playgrounds; the organization and administration of playgrounds; hygiene and first aid. Reference reading is required and special reports are given. (Six weeks.)

Practical work, including plays and games, folk dancing, and apparatus work is given on the playground.

**Psychology I.** This is a course in the elements of modern psychology. Emphasis is placed on the phases of psychology of most vital interest to the teacher, as perception, memory, attention, the instincts, and the emotions.

The course includes textbook study, reference reading of the work of standard psychologists, current literature, and some laboratory experiments.

**Psychology II.** Prerequisite Psychology I. This course consists of (a) a study of the instincts and emotions or the psychology of the chief branches of elementary and high school instruction, as the instructor may choose; (b) social psychology as applied to education; and (c) the psychology of subconsciousness in its educational aspects. Each student writes a thesis on some topic on which he has made an intensive study.

**Child Study.** Prerequisite Psychology I and General Methods. This course deals with the study of the instincts and emotions of children, their mental processes and the facts and needs of their physical life. Sufficient outside reading is required to give the student a usable child study bibliography. Much emphasis is put upon actual observations of children at work and at play.

### **Rhetoric.**

Prerequisite Composition I and II. (Offered during fall term only.) The aim of this course is to train the student in clear and accurate expression. Daily oral themes are required. The student is taught to analyze master-pieces in narration, description, exposition, and argumentation, and to use these types as models for his longer themes. Some work in versification is attempted.

### **Rural School Methods**

The purpose of the course is to acquaint students with country life conditions and to prepare them to organize and teach a rural school. The work includes a study of rural institutions and organizations, consolidation, sanitation and hygiene, school laws pertaining to the certification of teachers, compulsory attendance, school organization and management, decoration and care of buildings and grounds, playground activities and equipments, school clubs and contests, use of library, the making of school programs.

Special attention is given to the study of the principles and methods of teaching the common branches; to the assignment of lessons and seat work; and to the adaptation of the State Course of Study to rural school needs.

### **School Administration**

The work of this course begins with a study of the different types of school organization. Emphasis is put upon the laws which relate to the organization, support, and control of the public school system of Minnesota. A study is made of such topics as the qualifications and duties of teachers; the position of the teacher in the community; discipline; school hygiene, sanitation; the making of programs; the relationship of teacher to supervisor; the classification of pupils, and the measurement of achievement in education.

### **Sociology**

This course is (a) an introduction to the social sciences and (b) a practical study of the conditions and problems of human society of greatest im-

portance and interest. Emphasis is placed on the sociology of the family, home and household, and the sociology of education. Each student writes a thesis on some subject on which he has made an intensive study and on which he has some source of information outside of books and periodicals.

### **Themes**

The purpose of this course is to enable the student to use the clear and effective oral and written English required of a teacher. To this end, exposition and such pieces of narrative as are constantly required in classroom explanation, are emphasized.

### **To Superintendents, Principals, and School Directors**

The success of our public schools depends to a large degree upon the ability and the skill of the teachers. The friends of education are requested to recommend for admission to the school those who give promise of developing into successful teachers.

The school attempts to train its students so that they are properly qualified for the teaching positions for which they are recommended. The school does not recommend any teacher for a position unless the candidate is thought to be qualified for the position. Those who wish to secure teachers from the school should state full details in regard to the type of position which is to be filled.

All departments of the school are open to visitors, and school men and women are urged to visit the school and by their criticisms, suggestions, and co-operation, aid us in supplying the schools of the state with better trained teachers.

## Honor Roll

The following list contains the names of former students and members of the faculty of the St. Cloud Normal School who have been in war service:

Lt. Walter Abell	Dental Corps
Ansen William Allred	Marines
William Anderson	Anti-aircraft M. G. Bn.
Lt. Paul L. Ashley	Medical Corps
Major Christian Bach	Infantry
Joseph Baldus	Infantry
Ray Barnum	Infantry
Zay Barnum	Supply Train
Clarence W. Barr	Navy
Chester D. Barry	Navy
Clarence Barry, Killed in training	Navy
Michael Batz	U. S. Naval Radio School
Peter Batz	Infantry
Clifford O. Bemis	Navy
George Benson	S. A. T. C.
Lt. Louis Benson	Pioneer Infantry
John William Bergman	Veterinary Corps
Lt. Oscar Bergman	Field Artillery
Frank X. Betz	Navy
Sgt. Roy W. Blattner	Medical Detachment
Sgt. Ralph Borman	Medical Detachment
Chauf. Otis Bosworth	Telegraphic Battalion
Capt. Albert L. Bruener	Dental Corps
Harry Burns	S. A. T. C.
Sgt. James F. Burns	Aviation
Capt. Claude Campbell, Died of disease	Medical Corps
George Campbell	Aviation
Sgt. Harold A. Campbell	Infantry
Arthur Carlson	Field Artillery
Lt. Hanphyn T. Carlson	Infantry
Theron S. Castner	Ordnance Department
Sgt. Leslie R. Caylor	Infantry
George Cipalo	Medical Department
Glen H. Clark	Marines
Sr. Lt. Guy W. Clark	Navy
Merlin C. Crowe	Marines
Corp. Mac. F. Davidson	Infantry
Corp. William G. Doyle	Infantry
Forest G. Dudley	Engineers
Lt. Henning L. Erickson	Aviation
Lt. Sylvester Fandel	Infantry
Raymond B. Farr	Navy
Wesley Ferguson	Navy
William M. Fessler	Field Artillery
Ignatius Flaherty	Aviation
Lt. Morgan Flaherty	Aviation
Sgt. C. E. Fleming	Engineers
William Flieder	Field Artillery
Eugene Foot	Infantry
Lt. Paul Foot	Infantry
Arthur C. Foster	Anti-aircraft M. G. Bn.
Oscar C. Frederickson	Infantry
George Freeberg	S. A. T. C.
John Freed	Aviation
Lt. George F. Freisleben	Infantry



Sgt. John F. Frieze	Quartermaster's Corps
Thomas Paul Galarneault	Aviation
Lt. John Henry Gale	Trench Mortar Battery
Sgt. Ambrose D. Gannon	Infantry
Leo V. Gannon	Infantry
Capt. Edward M. Gans	Medical Corps
Sgt. Walter H. Gaumnitz	Infantry
Sgt. George A. Ginzel	Aviation
Arthur Bryan Gladen	Aviation
Herbert B. Gould	Song Leader
Lt. Roy H. Gould	Aviation
*Walter Gregory Grinols	Field Artillery
George Guy	Instruction Department
Hugh Hall	Artillery
John G. Hallberg	Aviation
Elmer Halpin	Machine Gun Bn.
Albert Hammerel	Field Artillery
William Hammond	Navy
John Denis Hanlon	Infantry
Lt. Charles J. Harrison	Machine Gun Brig.
Sgt. Hugh Harrison	Signal Corps
George H. Haskell	Motor Supply Train
Corp. Allen N. Hegne	H. Q. Detachment
Arthur Heinen	S. A. T. C.
Leo Heinen	Engineers
Lt. L. M. Hendricks	Dental Corps
Sgt. Robert Hendricks	Quartermaster's Corps
Frank Henry Herzog	Quartermaster's Corps
Jesse Hibbard	
Edward George Hirt	Aviation
Charles Russell Hoyt	Aviation
Lt. Joseph Hubble	Navy
Lt. Homer Burke Hursh	Infantry
Armund Huss	Navy
Lt. Almon Hutchins	Quartermaster's Corps
R. W. Hyndman	Navy
Ensign LeRoy Ireland	Navy
Harold Albert Jaenson	Aviation
Arthur L. W. Johnson	Aviation
Corp. Emery A. Johnson	Pioneer Infantry
Victor Axell Johnson	Machine Gun Bn.
Sgt. Maj. Clarence Jones	Engineers
Sgt. Taylor Joyner	Gen. Purchasing Agent
Sgt. Thomas A. Joyner	Infantry
Martin J. Kaufman	Infantry
Walter Kendall	Aviation
Corp. Reuben Kerlanski	Field Artillery
†Samuel Kerlanski	Medical Detachment
William Kiekow	Garrison Guard
Martin Knutson	Navy
Herben Kravig	Aviation
Lloyd LaBrie	Engineers
Eugene Ladner	S. A. T. C.
Capt. Adolphus G. Lake	Infantry
Burdine Larson	Pioneer Infantry
Roy Herbert Larson	Field Artillery
Leo A. Latterel	Aviation
Sgt. Charles Lauerman	Aviation
Sgt. Charles M. Levering	Infantry
Lt. John Nicholas Libert	Medical Corps
J. Francis Lichtenberger	Marines
Lt. Frank Liljedahl	Infantry



Petrus N. Liljedahl, Killed in action	Infantry
George M. Lindsley	Spruce Squadron
Arthur McElroy	Navy
Richard Allen McGee	S. A. T. C.
Lt. Walter F. McGregor	Aviation
Lt. W. E. McGregor	Chem. Warfare Serv.
Lt. Delos Walter McNutt	Infantry
G. Leith McQueen	Machine Gun O. T. S.
Ensign Wm. Wesley McQueen	Navy
Corp. Crosby W. Magnusson	Infantry
Corp. Hubert A. Markus	Aviation
Archer Martin	Aviation
Joseph E. Meagher	Aviation
Leo Miller	Military Police
Walter C. Miller	Ambulance Corps
Corp. Ole Moe	Field Artillery
Corp. William Moe	Infantry
Andrew J. Moog	Infantry
Henry Michael Moser	Censor Dept.
Thomas J. Murn	Aviation
Morg Wellington Murphy	Infantry
*Jessie J. Murphy	Navy
Albert John Mutschler	Aviation
Theodore Neils	Pioneer Infantry
Herbert John Nelson	Navy
Harry William Nystrom	Infantry
Tom O'Mally	Infantry
Timothy E. O'Rourke	Aviation
John Ross Oberg	Aviation
Lt. Phillip Oberg	Trench Mortar Battery
Bernard Olson	School for Bakers and Cooks
David R. Olson	Navy
Ensign Olaf I. Olson	Navy
J. J. Olmscheid	Medical Detachment
Walter E. Omundson	Engineers
Herbert Opheim	Infantry
Corp. Fingal Osborne	Field Artillery
Elmer Osterberg	S. A. T. C.
David L. Ostergren	Navy
Lt. Gustave Parent	Infantry
William Jay Penney	Navy
Corp. Joyce Perry	Machine Gun Bn.
Henry C. Peterson	Infantry
Lt. Roy A. Petrie	Field Artillery
Lt. Louis Clovis Pinault	Engineers
Frederick Pramann	S. A. T. C.
James Praught	Infantry
Sgt. Halford A. Price	Infantry
Otto Puff	Aviation
Corp. Peter Paul Pung	Marines
N. J. Quickstad	Prin. Navy Dept., Dunwoody
Samuel Milton Ralston	Signal Corps
Benjamin Harry Rix	Pioneer Infantry
Lt. Sherrill E. Robinson	Field Artillery
Corp. D. Clifford Rockwood	Field Artillery
Corp. G. Malcolm Rockwood	Field Artillery
William Rodean	S. A. T. C.
Arnold N. Roeser	Medical Detachment
Henry J. Rogers	Engineers
Henry A. Schiedinger	Engineers
*Julius Schmidt	Depot Brigade
Corp. Martin J. Schmitt	Infantry

Aloysius Scholz .....	Engineers
Corp. Raynold Scott .....	Field Artillery
Arthur Carl Selke .....	Coast Artillery
George A. Selke .....	Medical Detachment
Arthur T. Skjeveland .....	Marines
Corp. Merle Edward Smith .....	Tank Service
Otis H. Smith .....	Navy
Sgt. Herman W. Steabner .....	Infantry
Capt. Donald Stewart .....	Trench Mortar Battery
Charles Sullivan .....	Navy
Thomas Sullivan .....	Signal Corps
Lt. Fred. Swanson .....	Infantry
Gust Adolph Swanson .....	Navy
Harold Swanson .....	Marines
Lt. Harry Swanson .....	Infantry
George Swenson .....	Infantry
John William Taylor .....	Aviation
Arthur W. Thomas .....	Machine Gun O. T. S.
Samuel A. Thorn .....	Engineers
Donald Tibbets .....	Aviation
Harmon Y. Troyer .....	Carpenter
Clarence L. Varner .....	Navy
John W. Vogel, M. S. E. ....	Aviation
Frank Arthur Waite .....	Aviation
*Lawrence B. Waite .....	Infantry
Peter M. Weyrens .....	Aviation
Luke Arthur Whalen .....	Signal Corps
Roy W. White .....	Aviation
Harry E. Wilkinson .....	Aviation
Lt. Edwin Williams .....	Dental Corps
Frederick Williams .....	Infantry
Sgt. Leonard Williams .....	Engineers
Lt. Sigfred Williams .....	Dental Corps
Albert Winblad .....	Navy
A. Fay Wood .....	Ordnance Department
Mary Alison Beidler .....	Nurse
Alvena Blanchette .....	Canteen Work
Susan L. Byrne .....	Reconstruction Work
Helen Calkin .....	Nurse
Nina Cater .....	Nurses' Aid
Ruth Crossman .....	Canteen Work
Maud Dally .....	Nurse
Margaret Urquhart Dundas .....	Nurse
Louise Kalkman .....	Nurse
Mabel Ghostly .....	Canteen Work
Clara Holes .....	Nurse
Emily Mosford .....	Nurse
Eleanor Mitchell .....	Canteen Work
Afra Myron .....	Reconstruction Work
Katherine Reid .....	Nurse
Dora Ryff .....	Nurses' Aid
Mildred Gill Smith .....	Canteen Work
Eva Sorenson .....	Social Service
Alma Wretling .....	Nurse

† Discharged to continue medical or dental service.

\* Discharged because of poor health.

# Catalogue of Students for 1918--1919

## Diploma Course in Home Economics

Aldrich, Helen Gertrude, Buffalo	Peterson, Olga, Ashby
Andersen, Karen Madelyne, Ronneby	Ross, Helen Evangeline, Montrose
Bierman, Elizabeth A., Northfield	Seberger, Romana P., St. Cloud
Curry, Mary Belle, St. Cloud	Smith, Katherine Jane, International Falls
Norris, Amy, Anoka	Thompson, Sadie A., Detroit
Parent, Helen A., Parent	

## Diploma Course in Manual Arts

Dunnewold, John, St. Cloud	Moe, Martin P., Pillager
Feakes, George Ray, Pine River	Poepke, Alfred H., St. Cloud
Freeberg, George, St. Cloud	Puff, Otto, St. Cloud
Garding, Clarence Jacob, Sartell	Scholz, Aloysius, Belgrade
Heritage, Annie M., Ray	Streitz, Frank Mike, Richmond
Kendall, Walter, St. Cloud	Varner, Clarence LeRoy, St. Cloud
Liljedahl, Frances C., St. Cloud	

## Diploma Course in Music

Bergheim, Margaret Lucille, Little Falls	Kane, Isabel Frances, Minneapolis
Bixby, Vernice Leona, Kimball	Kolseth, Margaret Eleanor, Fergus Falls
Campbell, Vergne, St. Cloud	Larson, Ruth Eleanor, Alexandria
Grosskopf, Lucille Elizabeth, Minneapolis	Latterell, Ruth, Paynesville
Holm, Vina, Little Falls	Swenson, Velma G., St. Cloud
Johanson, Marie Anna, St. Cloud	Tindall, Mae, St. Cloud
	Young, Edith Alberta, St. Paul

## Special Students

Anderson, Esther S., St. Cloud	Hokanson, Mathilda, Garfield
Anderson, Ruth, St. Cloud	Johnson, Helen Esther, St. Cloud
Burns, Magdalen T., Little Falls	Sigloh, Maybelle, St. Cloud
Chestek, Susan, Hopkins	

## SENIOR CLASS

### Two Year Course

Allen, May Davis, Walker	Bone, Blanche N., Beardsley
Bame, Jessie Neill, Crosby	Bremer, Sylvia, Waverly
Barden, Anna Camille, Royalton	Brett, Edith Colvert, Stephen
Barnard, Muriel, Olivia	Brustad, Hilda Caroline, Belgrade
Barrett, Cecilia E., Sioux City, Iowa	Burgstahler, Edith Eva, Buffalo Lake
Barrett, Flavilla Agnes, Winton	Burns, Harry Edward, Sauk Rapids
Barron, Nora M., Riverton	Campbell, Vergne, St. Cloud
Bashefkin, Ida, St. Paul	Carlson, Marguerite D., Minneapolis
Becklund, Lydia Augusta, St. Cloud	Carpenter, Ruth, Fairmont
Bennett, Catherine May, Montrose	Chestek, Florence Dorothea, Glencoe
Benson, Alice, Jenkins	Christianson, Edith, Stillwater
Benson, Elizabeth, Brainerd	Cluff, Margaret, Aitkin
Berg, Minnie O., Willmar	Coborn, Lenore, Sauk Rapids
Betts, Charles M., Osakis	Cohler, Jennie T., St. Paul
Bierman, Elizabeth A., Northfield	Cornelinson, Anna Christine, North Branch
Bleedorn, Helen Bertha, Alvord, Iowa	Cullen, Cecilia Clare, Waverly
Blondheim, Mary Clare, Morris	Dale, Alice L. J., Renville
Bloom, Elvice, Chisago City	

- Davis, Edna E., St. Cloud  
 Deuhs, Cecilia, Long Prairie  
 Dyson, Fern Ellen, Becker  
 Edwards, Isabelle Rose, Minneota  
 Eich, Estelle, St. Cloud  
 Eide, R. Sophia, Glenwood  
 Elmberg, Gerda M., Shafer  
 Enestvedt, Myrtell Marie, Belview  
 Englund, Mabel Florence, Minneapolis  
 Ernst, Doris A., St. Cloud  
 Farwell, E. Mildred, Brainerd  
 Feakes, George Ray, Pine River  
 Findley, Anna Claire, Spicer  
 Flynn, Helen, St. Paul  
 Flynn, Mae Purcell, St. Paul  
 Foltmer, Irene, St. Cloud  
 Forsberg, Cecelia V., Minneapolis  
 Freeberg, George, St. Cloud  
 Freed, Naemie Esther, St. Cloud  
 Frenette, Edith Marie, Crosby  
 Gaalaas, Pearl L., Stillwater  
 Gainor, Marguerite Audrey, Pierz  
 Gallagher, Mae, Benson  
 Gennrich, Louise A., Lester Prairie  
 Getty, Ruth Charlotte, White Bear  
 Gimse, Ida A., Virginia  
 Glass, Marvel Miriam, St. Cloud  
 Glass, Walburga E., St. Cloud  
 Goodner, Ruth Velma, Kimball  
 Grosskopf, Lucille Elizabeth,  
     Minneapolis  
 Hamp, H. Agnes, Alexandria  
 Hanlon, Rose Mary, St. Cloud  
 Hanson, Elma Henrietta, Nevis  
 Hay, M. Jean, Thief River Falls  
 Heinen, Hildegard A., St. Cloud  
 Henning, Elsie M., Foley  
 Hoglund, Laura Marie, Willmar  
 Holt, Mabel Otilia, Henning  
 Hovde, Myrtle Olivia, Minneapolis  
 Howe, Mary Delphine, St. Paul  
 Hoyt, Jane Mitchell, Colebrook, N. H.  
 Humphries, Ruth E., Annandale  
 Hutchings, Helen Alys, Sleepy Eye  
 Ice, Ethel, Isle  
 James, Helen L., Milaca  
 Jerrard, Alice Lorraine, St. Cloud  
 Johnson, Alice Helen, South Park  
 Johnson, Amanda C., Hugo  
 Johnson, Elizabeth E., Stewart  
 Johnson, Eva Gertrude, Hallock  
 Johnson, Sigurd L., Hallock  
 Juergens, Marion, Minneapolis  
 Jury, M. Janet M., Minneapolis  
 Kane, Isabel Frances, Minneapolis  
 Keller, Marian, Sauk Rapids  
 Klausler, Mayme Cecelia, Cottonwood  
 Knapp, Ruth Marie, Big Lake  
 Larson, Edythe E., Sauk Rapids  
 Larson, Emily Eleanor, Murdock  
 Larson, Ruth Eleanor, Alexandria  
 Larson, V. Nomie, Sauk Rapids  
 Latterell, Ruth, Paynesville  
 Leonard, Louise Catherine, St. Cloud  
 Leuty, Marion Z., Morris  
 Liljedahl, Frances C., St. Cloud  
 Lynch, Virginia M., Two Harbors  
 Lyons, Ada Lois, South Haven  
 McCann, Josephine, Anoka  
 McCollum, Bernice Claire, St. Cloud  
 McCrea, Vera, Sauk Rapids  
 McCrossan, Esther Ella, Minneapolis  
 McGee, Helen Caroline, Wyoming  
 McKinney, Florence Alberta,  
     Minneapolis  
 Malmquist, Lucile M., Copas  
 Martini, Madeline A., St. Cloud  
 Mattson, Maybell Hildegard,  
     Minneapolis  
 Maxson, Lottie, Oak Park  
 Mielke, Lydia A., Kimball  
 Millman, Mrs. Byrd, Minneapolis  
 Milne, Bessie V., St. Cloud  
 Moehlenbrock, Mrs. Ferne, St. Cloud  
 Molstad, Seline Mable, Brainerd  
 Myhra, Mabel Corine, Henning  
 Nelson, Edna M., Waconia  
 Nelson, Esther T., Forest Lake  
 Nelson, Evelyn C., Newport  
 Nelson, Hattie Alice, Minneapolis  
 Nelson, Zilphia M. K., Svea  
 Neumann, Selma Elizabeth, Glenwood  
 Norris, Amy, Anoka  
 Norris, Mildred, Anoka  
 Nortrup, Emma, Willow River  
 Nutter, Bertha Clara, Anoka  
 O'Donnell, Anna Lillian, St. Cloud  
 Olness, Esther Sylvia, Milaca  
 Olson, Ann Kathryn, Alexandria  
 Olson, Esther Maria, Eveleth  
 Olson, Florence Elizabeth, St. Paul  
 Orr, Winifred Elise, St. Cloud  
 Parker, Louise Elizabeth, Sauk Centre  
 Parks, Marion Eunice, St. Cloud  
 Payne, Alice Florence, Hawick  
 Peterson, Helen C., Minneapolis  
 Peterson, Olga, Ashby  
 Peterson, Sophia, Granite Falls  
 Planer, Ella W., Maple Lake  
 Potter, Vesta G., Sauk Rapids  
 Powell, Maude K., Aurora  
 Pribble, Mary Elmyra, Anoka  
 Probst, Ella M., Minneapolis  
 Putz, Marvel Marie, Brainerd  
 Quinn, Frances Clare, Litchfield  
 Randall, Emma, Ogilvie  
 Rebstock, Charlotte C., Hutchinson  
 Reichmuth, Florence Rose, Chokio  
 Rennie, Theresia J., St. Joseph  
 Rhodes, Sylvia Louise, Long Prairie  
 Rogers, Mattie Laura, St. Cloud  
 Rosander, E. Lydia, Dassel

Rubenstein, Gertrude, Gilbert  
 Ryan, Margaret J., St. Cloud  
 Samuelson, Lillian Naomi, Minneapolis  
 Sanderson, Edna Isabella, Willmar  
 Satter, Adelia Winifred, Morris  
 Schemel, Amanda F., Renville  
 Selland, Dena Madila, Hancock  
 Shepard, Helen Campbell, Morris  
 Shields, Agnes E., Morris  
 Slettede, Hilma C., Fergus Falls  
 Smith, Blanche G., Fairfax  
 Smith, Katherine Jane, International  
 Falls  
 Soderberg, Irene Signild, Grand  
 Marais  
 Soderberg, Olga Naomi, Grand Marais  
 Sorensen, Annette Carolyn, Stanchfield  
 Stuckman, Lily M., Minneapolis  
 Styner, M. Louise, Maple Plain  
 Suel, Margaret Eleanor, Prior Lake  
 Sullivan, Helen Martha, Virginia  
 Swart, Gladys Ruby, Paynesville  
 Swedberg, Florence J., White Bear  
 Lake  
 Swift, Esther, St. Paul  
 Talbot, Catherine, Anoka  
 Thorstenson, Mae, Battle Lake

Toms, Ruth M., Ely  
 Troelstrup, Cora Helena, Belgrade  
 Van Cleve, Marie Fleming, Virginia  
 Vartdal, Ida Amandia, Minneapolis  
 Venoss, Lillian Margaret, Alexandria  
 Vizanko, Anna E., Virginia  
 Wade, Mildred, Two Harbors  
 Wagner, Daphne, St. Paul  
 Warner, B. A. Lucille, Spicer  
 Washburn, Marion, St. Cloud  
 Watson, Ada Margaret, International  
 Falls  
 Weber, Florence A., Minneapolis  
 Wenner, Martha Theresa, Richmond  
 Werner, Ebba Marie, Lindstrom  
 White, Irene Rosabel, Pine River  
 Whitney, Harriet C., Anoka  
 Wilkinson, Erma E., St. Cloud  
 Williams, Esther, St. Cloud  
 Williamson, Bessie C., St. Cloud  
 Winburgh, Genevieve G., St. Paul  
 Wing, Marguerite Arabel, St. Cloud  
 Yeaton, Clyde E., Minneapolis  
 Yike, Gladys Marie, Minneapolis  
 Young, Edith Alberta, St. Paul  
 Zetterberg, Edna Euphemia, McIntosh  
 Ziller, Mary Josephine, St. Cloud

## SENIOR CLASS

### Five Year Course

Anderson, Anna Marie, Brainerd  
 Anderson, Nannie M., Sauk Center  
 Arndt, Sadie M., Wabassa  
 Braddock, Genevieve, Minneapolis  
 Brett, Mary E., Mahtowa  
 Clary, Gladys F., Kerkhoven  
 Corwin, Goldie E., Britt, Iowa  
 Daby, Frances A., Hanley Falls  
 Erickson, Anna, Badger  
 Gaumnitz, Caroline, St. Paul  
 Hollander, Le Roy Elvin, St. Cloud  
 Johanson, Marie Anna, St. Cloud  
 Johnson, Mrs. Edna Monroe, St. Cloud  
 Kleve, Nellie C., Willmar  
 Knight, Edith M., Montevideo  
 Laughlin, Loretta Agnes, DeGraff  
 Lindstrom, Ellen A., Hoffman

Lundeen, Eleanor, Lindstrom  
 Nelson, Edith Marie, St. Cloud  
 Parent, Helen A., Parent  
 Peterson, Clara, Ashby  
 Puff, Otto, St. Cloud  
 Salisbury, Marguerite, Eden Valley  
 Scofield, Kathleen R., Verndale  
 Smart, Mable E., St. Cloud  
 Swenson, Velma G., St. Cloud  
 Tipton, Gladys, Avon  
 Waite, Olive Eleanor, St. Cloud  
 Warner, Jacoba, Perham  
 Waylander, Myrtle Virginia, Grove  
 City  
 Whitcomb, Ethel G., Hancock  
 Williams, Daniel Adolph, St. Cloud

## JUNIOR CLASS

### Two Year Course

Abraham, Esther Christine, Lindstrom  
 Adams, C. Georgine, Morgan  
 Agather, Frederic Alphonso, Sauk  
 Rapids  
 Aldrich, Helen Gertrude, Buffalo  
 Anderson, Bergit, Bigfork

Anderson, Clara Christine, Verndale  
 Anderson, Edna M., Alexandria  
 Anderson, Ellen C., Little Falls  
 Anderson, Esther, South Haven  
 Anderson, Hazel Elizabeth, Alexandria  
 Anderson, Irene Barbara, Milaca



- Anderson, Lydia Elisabeth, St. Cloud  
 Anderson, Verna Lenore, Lindstrom  
 Anderson, Violet C., Minneapolis  
 Andrews, Dorothy Marie, Paynesville  
 Antt, Evelyn, Little Falls  
 Anvid, Anna M., Blackduck  
 Augustine, Theresa Julia, Alexandria  
 Barrett, Lucile B., Staples  
 Barris, Violet Ilene, Chaska  
 Beadry, O. Corinne, Grand Rapids  
 Beaulieu, Mable S., Browns Valley  
 Bechtold, Iva C., Mora  
 Benson, Clara M., Blackduck  
 Benson, George J., St. Cloud  
 Bergeson, Ethel Manila, Willmar  
 Berghem, Margaret Lucille, Little Falls  
 Bergstrom, Alvina E. A., Carver  
 Binnie, Isabelle, St. Cloud  
 Binnie, Mildred, St. Cloud  
 Bixby, Vernice Leona, Kimball  
 Bly, Queen Leona, South Park  
 Boman, Esther, Waite Park  
 Bonner, Mrs Mabel, Sauk Centre  
 Borman, Viola Marguerite, Abercrombie, N. D.  
 Born, Elsie E., Minneapolis  
 Bostrom, Ernest Harold, St. Cloud  
 Brauch, Margaret M., St. Cloud  
 Brennan, Bertha E., St. Cloud  
 Buckentin, Mina Lois, Morris  
 Burpee, Margaret Pauline, Morris  
 Bye, Thora, Brandon  
 Campbell, Loretta Fern, Browns Valley  
 Carlin, E. Frances, St. Cloud  
 Carlson, Irving Morris, St. Cloud  
 Carlson, Philip Maurice, St. Cloud  
 Carlson, Sadie Marie, Willmar  
 Carr, Viola Agnes, Minneapolis  
 Carter, Gladys, Milaca  
 Carter, Minerva Ann, Milaca  
 Cassel, Minnie A., Anoka  
 Chase, Edith Clara, Round Prairie  
 Christensen, Mabel E., Hubbard  
 Christenson, Theo E., Milan  
 Christopherson, Ellen Mabel, Pennock  
 Christopherson, Millie Agnes, Pennock  
 Clark, Carolyn Harriet, St. Cloud  
 Clarke, Fern Grimmer, Brainerd  
 Clifton, Charlotte, Sauk Rapids  
 Collins, Johanna, Monticello  
 Colyn, Violet Kate, Browns Valley  
 Cooks, Tressa, Ashby  
 Cooney, Julia, Russell  
 Cooper, Vera, Pequot  
 Cotton, Stella M., St. Cloud  
 Cramer, Rita B., Anoka  
 Cullen, Virginia Catherine, Waverly  
 Daby, Grace, Hanley Falls  
 Dallmann, Hilda, St. Cloud  
 Dallmann, Johanna Louise, St. Cloud  
 Dallmann, Marie Anne, St. Cloud  
 Dane, Avis A. B., Paynesville  
 Davis, Edith Almyra, St. Cloud  
 Dayton, Myrtle, Grand Rapids  
 DeLaurier, Frances Olive, Long Prairie  
 Deverell, Agnes M., Melrose  
 Diebold, Carrie Gladys, Bellingham  
 Dieken, Grace Almuth, Clara City  
 Dingmann, Marie S., St. Cloud  
 Dooley, Sadie, McIntosh  
 Dynan, Evelyn Julia, Annandale  
 Dynan, Nora H., Annandale  
 Ebner, Thelma, M., Elk River  
 Ehrenberg, Elizabeth Elsie, Waconia  
 Engen, Gladys Marie, Minneapolis  
 Ericson, Pearl Elisabeth, St. Cloud  
 Evans, J. Ethel, Wadena  
 Feierabend, Minna I., Grey Eagle  
 Fiergolla, Helen M., Sauk Rapids  
 Finseth, Karen D., Oslo  
 Flavell, Agnes J., Cloquet  
 Fletcher, Clara May, St. Paul  
 Fleuter, Alma C., Clara City  
 Flieder, Emma, Foley  
 Folin, Eva Lydia, Cyrus  
 Fortier, Jennie, Waubun  
 Foster, Grace, Erdahl  
 Fowler, Lon Daniel, St. Cloud  
 Fox, Lula J., Hewitt  
 Frederick, Elvira A., Westport  
 Freer, Stella Myrtle, Monticello  
 Frerich, Verena, Clear Lake  
 Frost, Helen A., Brainerd  
 Fruth, Barbara Anne, Albany  
 Gadlois, Mable Florence, Fridley  
 Galarneault, Margaret C., Foley  
 Gans, Esther E., St. Cloud  
 Garding, Clarence Jacob, Sartell  
 Gardner Althea M., Sauk Rapids  
 Gerdlund, Ada Louise, Newfolden  
 Gilbert, Pearl Grace, Buffalo  
 Glazier, Hazel Jane, Monticello  
 Goetten, Genevieve Elizabeth, St. Cloud  
 Golla, Ruth, Grand Rapids  
 Goodell, Iva Otis, Cohasset  
 Greer, Nora, Brainerd  
 Haagenson, Olga Alwilda, Paynesville  
 Haefner, Alice C., Stillwater  
 Hall, Marie F., St. Cloud  
 Hammer, Freda, Maple Lake  
 Hannevold, Gladys Alvilda, Stevenson  
 Hanson, Edythe Marie, Alexandria  
 Harding, Ines M., Hanley Falls  
 Hatlelid, Annie E., Cyrus  
 Hedquist, Alice Victoria, Minneapolis  
 Hedstrom, Violet M., Kerkhoven  
 Hicks, Ethel Ruth, St. Cloud  
 Hicks, Kelsie Maybell, St. Cloud



Hill, Jane A., Spring Valley  
 Hill, Nancy U., Soudan  
 Hintze, Lillian R., Ada  
 Holcombe, Selma B., Copas  
 Holm, Vina, Little Falls  
 Houghton, Pearl Rebecca, Kimball  
 Hubbard, Jennie Ferne, Hancock  
 Huseby, Ida E., Brainerd  
 Inholz, Mary, Stillwater  
 Irving, Anne Margaret, Humboldt  
 Jacobs, Lucile Jeanne, Rockford  
 Jahn, Edna Hattie, Sauk Rapids  
 Jebb, Marie Genevieve, Paynesville  
 Johnson, Charlotte Elizabeth, Kennedy  
 Johnson, Edna Mae, Becker  
 Johnson, Hattie Mae, Swanville  
 Johnson, Isabel M., St. Cloud  
 Johnson, Jennie Emelia, Paynesville  
 Johnson, Lucile Isabelle, Atwater  
 Johnson, Mabel June, Fergus Falls  
 Johnson, Marcella L. V., Center City  
 Johnson, Ruth L., Little Falls  
 Johnson, Selma Amelia, Buffalo  
 Jungels, Mathilda, Wadena  
 Kallgren, Rubie Constance C.,  
 Minneapolis  
 Kelley, Ethel Veronica, Paynesville  
 Kimball, Kathryn, Fort Ripley  
 Kolseth, Margaret Eleanor, Fergus  
 Falls  
 Kronberg, Sadie, Evansville  
 Kropp, Gyzala Marie, St. Cloud  
 Krough, Sara E., Nora  
 Kuiper, Greeta, Clara City  
 Kuiper, Jessie, Clara City  
 Kuiper, Mamie, Clara City  
 Laney, Marian, Turtle River  
 Larson, Florence E., Sauk Rapids  
 Larson, Hildegard Elizabeth, Inter-  
 national Falls  
 Lauterbach, Helen S., Iowa Falls, Iowa  
 Lembke, Lucille L., Pine River  
 Lenz, Flora B., Waconia  
 Libert, Clothilda M., St. Cloud  
 Linn, Hannah, Brainerd  
 Lloyd, Marie Irene, Clearwater  
 Loek, Helen M., Hutchinson  
 Logan, Mildred Mae, Royalton  
 Lokken, Harry, Newfolden  
 Longhead, Gladys Gertrude, Chokio  
 Luhde, L. Elva, Sartell  
 Lund, Alice, New London  
 Lunde, Anna G., Regal  
 Lunde, Karine Josephine, Regal  
 Lyons, S. Jane, Clearwater  
 Lysne, Ella Louise, Ironton  
 Lystad, Gladys Marian, Ada  
 McCune, Nadine, Sartell  
 McGowan, Mary A., Osseo  
 McKenzie, Laura A., St. Cloud  
 McKinney, Ethel, Minneapolis

McNally, Blanche Mary, Little Falls  
 Maehren, Martha C., St. Cloud  
 Malberg, Mildred A., Thief River Falls  
 Mallery, Sadie, Foreston  
 Mamer, Magdalen, Little Falls  
 Manthie, Susie Elvira, St. Paul  
 Mark, Lois Pansy, Ironton  
 Maroney, Helen, Maple Lake  
 Martini, Regina A., St. Cloud  
 Massicotte, Dorothy E., Marine on  
 Saint Croix  
 Mathewson, Mildred Alice, Lincoln  
 Mayman, Evelyn W., Sauk Rapids  
 Meittunen, Mayme, Soudan  
 Melbostad, Pearl Luella, Clearwater  
 Melins, Ethyl Carolyn, Blakeslee  
 Mershon, Blanche Monta, Clear Lake  
 Michie, Elizabeth M., Little Falls  
 Mickelson, Ruth, Belgrade  
 Mikkelson, Irene Myrtle, Clontarf  
 Miller, Blanche M., Sauk Centre  
 Miller, Christine Cecelia, Alexandria  
 Mitchell, Grace Adelaide, International  
 Falls  
 Mitchell, Julia Frances, St. Cloud  
 Moengen, Anna, Mahnomen  
 Moore, Beulah Ione, Milaca  
 Morris, Lucy, Alexandria  
 Morrow, Vera Eldora, Backus  
 Murray, Helen, Foley  
 Myers, Myra R., Ramey  
 Neils, Eleanor Olga, Sauk Rapids  
 Nelson, Agnes, Starbuck  
 Nelson, Edna D., Wadena  
 Nelson, Elsie Mildred, Milaca  
 Nelson, Esther I., Milaca  
 Nelson, Josephine Elvira, Soudan  
 Nelson, Julie, Lincoln  
 Nelson, Lydia J., Graff  
 Nelson, Ruth M., Waconia  
 Niemann, E. Stella, Ogilvie  
 Nilson, Judith Maria, Holdingford  
 Noll, Teresa Ida, International Falls  
 O'Brien, Marguerite H., Watertown  
 O'Brien, Marie, Eden Valley  
 O'Connor, Catherine, Anoka  
 O'Ryan, John, Freeport  
 Oberg, Hulda, Deerwood  
 Oberg, Walda, Deerwood  
 Olson, Gladys Elizabeth, Benson  
 Olson, Hulda A., Wahkon  
 Omann, Regina, Albany  
 Orth, Florence May, Royalton  
 Osterstrom, Ruth Viola, White Bear  
 Ostrom, Fern La Vanch, Braham  
 Packard, L. Belle, Becker  
 Patten, Beatrice Irene, Princeton  
 Paulson, Hazel Viola, Grandy  
 Peikert, E. Leah, Buffalo  
 Peterreins, Augusta W., Echo  
 Peterson, Alice Aurora, Barrett

Peterson, Vera, Anoka  
 Pierce, Hazel A., Elma, Iowa  
 Plummer, Helen J., Elk River  
 Pollock, Corine F., Jenkins  
 Potts, Ruth Elizabeth, Browns Valley  
 Powers, Cecilia A., Mora  
 Pratt, Elva M., Osage  
 Putney, Clara Elizabeth, Clear Lake  
 Rajkowski, Elizabeth T., Rice  
 Redin, Cora Viola, Grove City  
 Reed, Lois Adelaide, Sauk Centre  
 Ressler, Lola Maude, St. Cloud  
 Richard, Irene M., St. Cloud  
 Roff, Lucy M., Fort Ripley  
 Ross, Helen Evangeline, Montrose  
 Rotramel, Elsie M., Morris  
 Rotramel, Ethel A., Morris  
 Russell, Grace, Thief River Falls  
 St. Antoine, M. Sarah, Little Falls  
 Sargent, Verne M., Brainerd  
 Saunders, Emma M., St. Cloud  
 Schey, Ole, Newfolden  
 Schmidt, Pearl A., Swanville  
 Schmieder, Wilhelmina, Riverside, California  
 Schneider, Louise, Eden Valley  
 Schroeder, Mary, St. Cloud  
 Schuster, Lyla B., Thief River Falls  
 Scott, Dorothy F., Atwater  
 Scott, F. Irene, Atwater  
 Scott, Helen P., Chaska  
 Seasted, Helen June, Eveleth  
 Seberger, Romana P., St. Cloud  
 Sederberg, Ruby Marie, Minneapolis  
 Sendek, Anna Julia, Sauk Rapids  
 Senechal, Gertrude Marie, Atwater  
 Shaw, Ivey Marvel, Hasty  
 (Sister) Borgerding, Adeltrudis, St. Joseph  
 (Sister) Uptegrove, Irene, St. Joseph  
 Skalbeck, Alma O., Sacred Heart  
 Skogan, Lillian, Olivia  
 Skoog, Signe E., Sauk Rapids  
 Skreypek, Victoria, Little Falls  
 Smith, Annetta, Westport  
 Solmonson, Anna Louise, Atwater  
 Stanius, Anna C., Cambridge  
 Stendal, Sigrid Dorothy, Brainerd  
 Steward, Mary M., St. Cloud  
 Stob, Cena, Raymond  
 Streitz, Frank Mike, Richmond  
 Striegl, Severina A., Minneapolis  
 Strutzel, Mary Edith, Aurora  
 Sturtevant, Gladys M., Hutchinson  
 Swain, Mabel Ruth, Browns Valley  
 Swenson, Joyce Charlotte, Belgrade  
 Swiers, Angeline, Clara City  
 Talbot, Lucy Anna, Anoka  
 Tessendorf, Sarah, St. Cloud  
 Thompson, Sadie A., Detroit  
 Thornton, Louise M., Pine River  
 Timgren, Edith Fern, Vesta  
 Tindall, Mae, St. Cloud  
 Tjernagel, Della Burnett, Georgeville  
 Toomey, Marie Edna, Crosby  
 Trant, Mary, Troy, Kan.  
 Trask, Lucile B., Royalton  
 Tressman, Luella Ruth, Foley  
 Uggen, Julia, Dundas  
 van der Hagen, Martinia M., Maple Plain  
 Vibrance, Lillian M., St. Paul  
 Wagner, Laura L., Echo  
 Warner, Bess, Spicer  
 Warner, Esther Emily, Soudan  
 Wenholz, Irena, Graff  
 West, Irene, St. Cloud  
 Weyman, Rose A., Melrose  
 Weymann, Lucy Elisabeth, Melrose  
 Whitelock, Pearl, Hutchinson  
 Wisniewski, Helen Margaret, Foley  
 Wollthan, Elsa F., Morris  
 Wood, Irene, Pine River  
 Wruck, Margaret C., Sauk Rapids  
 Zeman, Martha A., Mayer

## JUNIOR CLASS

### Five Year Course

Amundson, Jennie, Becker  
 Anderson, Mabel E., St. Cloud  
 Anderson, Marie Mathilda, Brainerd  
 Boos, Edna M., St. Cloud  
 Burns, Agnes K., Sauk Rapids  
 Calhoun, Rosalie F., Randall  
 Dahl, Julia, St. Cloud  
 Dinsmore, Lilian M., Underwood  
 Elmberg, Clara J., Shafer  
 Foster, Arthur C., Mizpah  
 Henderson, Jane, Brainerd  
 Higgins, Laura Catherine, South Haven  
 Hilger, Elizabeth C., Roscoe  
 Kravig, Herben, Renville  
 Lahr, Hildegard C., St. Cloud  
 Maehren, Verena E., St. Cloud  
 Nelson, Flossie Loretta, Newport  
 Nenejanian, Pavagon, Armenia, Asia  
 Parent, Isabel M., Parent  
 Schonebaum, Marie A., Minneapolis  
 Schutt, Jennie D., St. Cloud

Secord, Hazel D., St. Cloud  
Senti, Henrietta, Browerville  
Spickerman, Elna Fay, Becker

Stangl, Hubert, Pierz  
Wilkowski, Rosalia Julia, Perham  
Wold, Mrs. Eva Emerson, Alexandria

### THIRD YEAR CLASS

#### Five Year Course

Anderson, Mabel Augusta, Chisago City	Molitor, Hildegard C., Roscoe
Apmann, Irene M., Rice	Nelson, Lillie E., Copas
Bacon, Ruby Ellen, Burtrum	Nolan, Inez May, Waite Park
Beck, Madge M., Verndale	Odegard, Olga, Princeton
Boos, Helen M., St. Cloud	Parent, Mary F., Parent
Bratt, Hulda Elvira, St. Paul	Pau, Ruth, Malacca, Asia
Calhoun, Pauline M., Randall	Peterson, Hulda M., Burtrum
Duhin, Loretta, Ronneby	Platten, B. Cora B., Sebeka
Duhin, Margaret Delia, Ronneby	Poepke, Alfred H., St. Cloud
Dunnewold, John, St. Cloud	Pramann, Frederick W., South Haven
Edes, Hazel Mae, Parkers Prairie	Rassier, Helen, St. Joseph
Erickson, Helen M., St. Cloud	Rauch, Marie A., Genola
Gainor, Blanche May, Pierz	Richardson, Cecilia E., St. Cloud
Gasser, Anna, St. Cloud	Sausser, Evelyn, Princeton
Gasser, Grace K., St. Cloud	Scholz, Aloysius, Belgrade
Halliday, Dorothy Alice, St. Cloud	Schutt, Minnie M., St. Cloud
Henderson, Alice M., Brainerd	Schwalier, Anna Margaret, Harlem,
Hilder, Mollie E., St. Cloud	Montana
Hilger, Hildegard V., Roscoe	(Sister) Keohen, Clarice, St. Joseph
Johnson, Ida L. W., Lindstrom	Stangl, Edith Genevieve, St. Cloud
Johnson, Jennie M., Pequot	Swanson, Florence E., St. Cloud
Johnson, Lillian Rebecca, Holdingford	Tipton, Lucille, Avon
Maus, Mary A., Watkins	Vannurden, Grace, Watkins
Meyer, Caroline A., St. Cloud	Wilkes, Charlotte Ellen, Waite Park
Mitchell, Helen M., St. Cloud	Wilson, Esta May, Park Rapids
Mitchell, Mary C., St. Cloud	

### SECOND YEAR CLASS

#### Five Year Course

Anderson, Karen Madelyne, Ronneby	Frost, Alice Bergsten, Cass Lake
Anderson, Laura, Randall	Gilmons, Mary McClure, Minneapolis
Armstrong Lillian, St. Vincent	Goltz, Anna Bernardine, Gilman
Backlund, Beatrice Emma, Pipestone	Grefe, Rebecca Anna, Ottertail
Beto, Margaret Marilla, Cushing	Grimstead, Luella Sophia, Kensington
Bolden, Phyllis Audra, Clearwater	Hall, Margaret Cook, Pierz
Bromenschenkel, Norbert A., St. Cloud	Halliday, Ruth H., St. Cloud
Burns, Rose M., Buffalo	Harren, Philomine, Freeport
Clepper, Gertrude M., Rice	Hennes, Theresa C., St. Cloud
Cole, Laura A., Pine City	Hough, Margaret Clare, Brainerd
Deering, Pearl H., St. Cloud	Huss, Crescentia M., Cold Spring
Donovan, Katherine E., Foley	Jacobs, Clara M., Richmond
Dreis, Rose M., St. Cloud	Johnson, Luella N., Evansville
Dwyer, Lauretta C., Clear Lake	Kippley, Angela, Pierz
Dziewieczynski, Johanna, Avon	Kirkwold, Harriet Julia, Starbuck
Eisenschenk, Anna M., Cold Spring	Kloepfner, Bertha E., Clearwater
Erickson, Mabel, Ronneby	Kosel, Agnes, St. Joseph
Fick, Clara Alexia, Eden Valley	Krause, Martha B., Rice
Freed, John, St. Cloud	Kruchten, Benedict G., St. Cloud
Freed, Teddy, St. Cloud	Lahr, Louise, St. Cloud

Latterell, Ida P., Foley  
 Lindblad, Ruth Elizabeth, Copas  
 McCann, Anna, St. Cloud  
 Melius, Rena Mae, Parkers Prairie  
 Molitor, Clementine Marie, Roscoe  
 Momburg, Rose Marie, Rice  
 Montzka, Clara E., Grey Eagle  
 Motzkau, Elsie Josephine, Tampico,  
 Mont.

Murn, Frances R., Parent  
 Nilson, Lydia Elizabeth, Holdingford  
 Nistler, Rosalia, Eden Valley  
 Oakes, Grace Eva, Wahkon  
 Olson, Esther Maria, Oak Park  
 Oravetz, V. Irene, Bowlus  
 Parent, Florence G., Parent  
 Parent, Kate E., Parent

Patten, Amy M., Princeton  
 Prager, Rose B., St. Cloud  
 Price, Kathryn Helen, Avon  
 Richard, Mary M., St. Cloud  
 Roche, Anna Eleanor, Royalton  
 Roche, Hazel Kathryn, Avon  
 Rolighed, L. Alma, Appleton  
 Ruehle, Florence M., South Haven  
 Scofield, George Elias, Verndale  
 Simones, Helen Marjorie, Randall  
 Spoden, John M., Richmond  
 Tweeten, Clara O., Evansville  
 Virnig, Rose Catherine, Pierz  
 Walling, Prescott Hosking, Wealth-  
 wood  
 Wardian, Irene Catherine, Holdingford  
 Whitney, Lucile Florence, St. Cloud

## FIRST YEAR CLASS

### Five Year Course

Ackerman, Gertrude, Pine River  
 Ahlers, Martha, Swanville  
 Ahles, Leona M., St. Cloud  
 Ahles, Wilfred, St. Cloud  
 Allen, Bee, Sauk Centre  
 Anderson, Marie A., St. Cloud  
 Apman, E. Marie, Rice  
 Bahe, Vivien Frances, Hancock  
 Barham, Ruth B., Burtrum  
 Barnette, E. Beulah, Sauk Centre  
 Beach, Frances, Walker  
 Bennett, Rosemary, St. Cloud  
 Benson, Luella Mae, Crosby  
 Berg, Carrie, St. Cloud  
 Bilinski, A. Eugene, St. Paul  
 Bisel, Ruth C., Burtrum  
 Blenker, Mary, Albany  
 Bliven, Cecelia, Paynesville  
 Bolier, Mrs. Margaret, Raymond  
 Bowers, Myron, St. Cloud  
 Boyer, Marie G., New Munich  
 Brennan, Mary C., Sauk Rapids  
 Bucher, Carolyn J., Twin Valley  
 Carter, Eva, Pequot  
 Chatel, Lea Anna, Red Lake Falls  
 Christensen, Mary Alfreda, Ronneby  
 Christie, Elizabeth, Royalton  
 Clayton, Maude Irene, Foreston  
 Collins, Nellie M., Carlos  
 Collins, Sarah J., Carlos  
 Corrigan Grace Genevieve, Parent  
 Davis, Harriet Marie, Clear Lake  
 Davis, Lelith W., St. Cloud  
 Diger, Minnie Caroline, St. Cloud  
 Drewes, Josephine M., Spring Valley  
 Dudley, Maybelle A., St. Cloud  
 Dykeman, Ruth, Dykeman  
 Eich, Bernice Elizabeth, St. Cloud

Eich, Gertrude C., Avon  
 Evans, Guyla, Sauk Centre  
 Everson, Lillie Christine, Cook  
 Everson, Margaret Delorus, Cook  
 Field, Rosemary, St. Cloud  
 Fiergolla, Julia Anna, Sauk Rapids  
 Fischer, Louise E., Sauk Rapids  
 Freeberg, Irene M., Ronneby  
 Gardner, Henrietta, Round Prairie  
 Gasser, Vietta Florence, St. Cloud  
 Gibney, Blanche, Eden Valley  
 Gillespie, Jeanette, St. Cloud  
 Gordon, Anna L., Brainerd  
 Gottwalt, Mary Lucille, Rice  
 Goulette, Georgia M., Hancock  
 Goulette, Vernice E., Hancock  
 Greener, Lula Evelyn, Grey Eagle  
 Grinager, Manda C., Jenkins  
 Gussette, Pearl, Long Prairie  
 Harrison, Marion Beatrice, Motley  
 Hedderly, Frances, Hackensack  
 Heidgerken, Cecilia Florine, Rockville  
 Helgeson, Bertha Mae, South Haven  
 Hoffman, Elizabeth, Watkins  
 Holmberg, Ella, Backus  
 Holmberg, Ida, Backus  
 Hopkins, Mrs. Charles, Villard  
 Hoyt, Genevieve L., St. Cloud  
 Hughes, Julia E., Foley  
 Ives, Virgie, Sauk Centre  
 Jackson, Alice C., Starbuck  
 Jasmer, Mildred Mae, Creighton, Neb.  
 Johnson, Elmira, Evansville  
 Johnson, Mildred Alida, Belgrade  
 Johnson, Nora, Evansville  
 Justin, Helen, Rice  
 Kaerwer, Chas. Horace, St. Cloud  
 Kane, Nora, Menahga

Kastenek, Josephine, Pierz  
 Kiloran, Catherine Mary, St. Cloud  
 Konczak, Louise, Sauk Centre  
 Koshiol, Rose, Freeport  
 Koski, Katherine M., Menahga  
 Krebs, Elizabeth, Albany  
 Kutzmann, Elizabeth, Avon  
 Lahr, Eleanor Marie, St. Cloud  
 Lahr, Susanna Mary, St. Cloud  
 Larson, Wofford Victor, St. Cloud  
 Lawson, Esperance M., New London  
 Lent, Clare M., Avon  
 Lesser, Anna, Albany  
 Lohr, Anna Barbara, Northcote  
 Lundberg, Eva Helen, Minneapolis  
 McCain, Dorothy Vaughn, St. Paul  
 MacNamara, Margaret E., St. Cloud  
 Mann, Maude L., Sauk Centre  
 Marsh, Wilma A., Menahga  
 Martin, Frances M., Pillager  
 Martin, Mabel R., Pillager  
 Maxson, Alice Jane, St. Cloud  
 Meagher, Katherine, Avon  
 Moe, P. Peder, Flaxville, Mont.  
 Montague, Alice Marian, Fergus Falls  
 Moog, Alfred, Sauk Rapids  
 Murn, Medora Frances, Foley  
 Nelson, Doris Constance, St. Cloud  
 Nisbit, Millard, Menahga  
 Nordstrom, Agnes Leonore, Sacred  
 Heart  
 O'Neill, Laura L., St. Paul  
 Olson, Annetta Elvira, Sauk Rapids  
 Omacht, Clara C., St. Cloud  
 Paddock, Beulah M., Black Earth, Wis.  
 Peterson, Lillian A., Brainerd  
 Pitt, Hazel Mae, St. Cloud  
 Price, Ernest L., Avon  
 Pringle, Mildred R., McGregor  
 Pringle, Percy, McGregor  
 Quillen, Edith G., Ramey  
 Randall, Mabel, Lincoln  
 Rholl, Verna Selma, Fertile  
 Ritter, Rose M., Avon  
 Rosekrans, Margaret Mabel, Avon  
 Rosenberg, Myrtle A., Brainerd  
 St. Peter, Lula E., Ruposky  
 Salter, F. Lucille, St. Cloud  
 Scharfenberg, Helen, St. Cloud  
 Schellin, Gertrude E., Dykeman  
 Schmitt, Marie Agatha, St. Cloud  
 Schneider, Alma Emily, Waconia  
 Schneider, Catherine, St. Cloud  
 Schwab, Philip Edgar, St. Cloud  
 Sellman, Arnold Oscar, Taylors Falls  
 Serrurier, Mrs. Lydia, Princeton  
 Shattuck, Hazel Minerva, Henning  
 Slatten, Hiram I., Fergus Falls  
 Smart, Zella M., Ramey  
 Smith, Gertrude I., Glen  
 Soderman, Emily Victoria, Grandy  
 Somerville, Esther, Willmar  
 Sparks, Frances J., Riverton  
 Starkey, Hilda Bernardyn, Hasty  
 Steichen, Kathryn, Adams  
 Stephens, A. Rhea, St. Cloud  
 Steward, Dorothy A., St. Cloud  
 Stomberg, Elvira A., Quiring  
 Swenson, Conwell, St. Cloud  
 Thorson, Ada Luella, Belgrade  
 Tindall, J. Merritt, St. Cloud  
 Tipton, Edith Pearl, Avon  
 Tomsche, Emil J., Albany  
 Tracy, Helen Margaret, Elk River  
 Tracy, Mamie Bridget, Elk River  
 Trant, Grace Mae, Troy, Kan.  
 Velin, Esther A., St. Cloud  
 Velin, Martha H., St. Cloud  
 Vig, Bernie, Belgrade  
 Vos, Winifred M., Holdingford  
 Ware, Lavine S., Pine River  
 Weyrens, Elfriede E., St. Cloud  
 Weyrens, Philip, St. Cloud  
 Wiehoff, John, St. Cloud  
 Youngberg, Ruth C., Sauk Rapids  
 Zahl, Josephine Evelyn, Morris  
 Zellmer, Edna L., St. Cloud  
 Zniwski, Helene, Sauk Rapids



## 1918-1919

## Minnesota Counties Represented

		Girls	Boys			Girls	Boys
Aitkin .....	3	2		Pine .....	2		
Anoka .....	12			Pipestone .....	1		
Becker .....	2			Polk .....	4		
Beltrami .....	5			Pope .....	10		
Benton .....	72	8		Ramsey .....	18	1	
Big Stone .....	1			Red Lake .....	1		
Brown .....	1			Redwood .....	4		
Carlton .....	2			Renville .....	8	1	
Carver .....	10			Rice .....	2		
Cass .....	19	2		Roseau .....	1		
Chippewa .....	8			St. Louis .....	18		
Chisago .....	13	1		Scott .....	1		
Cook .....	2			Sherburne .....	32	5	
Crow Wing .....	35			Stearns .....	186	23	
Dakota .....	4			Stevens .....	16		
Douglas .....	19	1		Swift .....	8		
Fillmore .....	1			Todd .....	19		
Grant .....	5			Traverse .....	5		
Hennepin .....	40			Wadena .....	8	2	
Hubbard .....	3			Washington .....	13		
Isanti .....	5			Wright .....	24		
Itasca .....	5			Yellow Medicine .....	6		
Kanabec .....	5						
Kandiyohi .....	27						
Kittson .....	5	1					
Koochiching .....	6	1					
Lac qui Parle .....	1						
Lake .....	2						
Lyon .....	4						
McLeod .....	7						
Mahnomen .....	2						
Marshall .....	4	2					
Martin .....	1						
Meeker .....	17						
Mille Lacs .....	15						
Morrison .....	45	1					
Mower .....	1						
Norman .....	3						
Ottertail .....	16	1					
Pennington .....	2						

## Other States

California .....	1		
Iowa .....	4		
Kansas .....	2		
Montana .....	3	1	
Nebraska .....	1		
New Hampshire .....	1		
North Dakota .....	1		
Wisconsin .....	2		

## Other Countries

Asia .....	2		
		834	53
Grand Total .....			887



## Summary of Enrollment

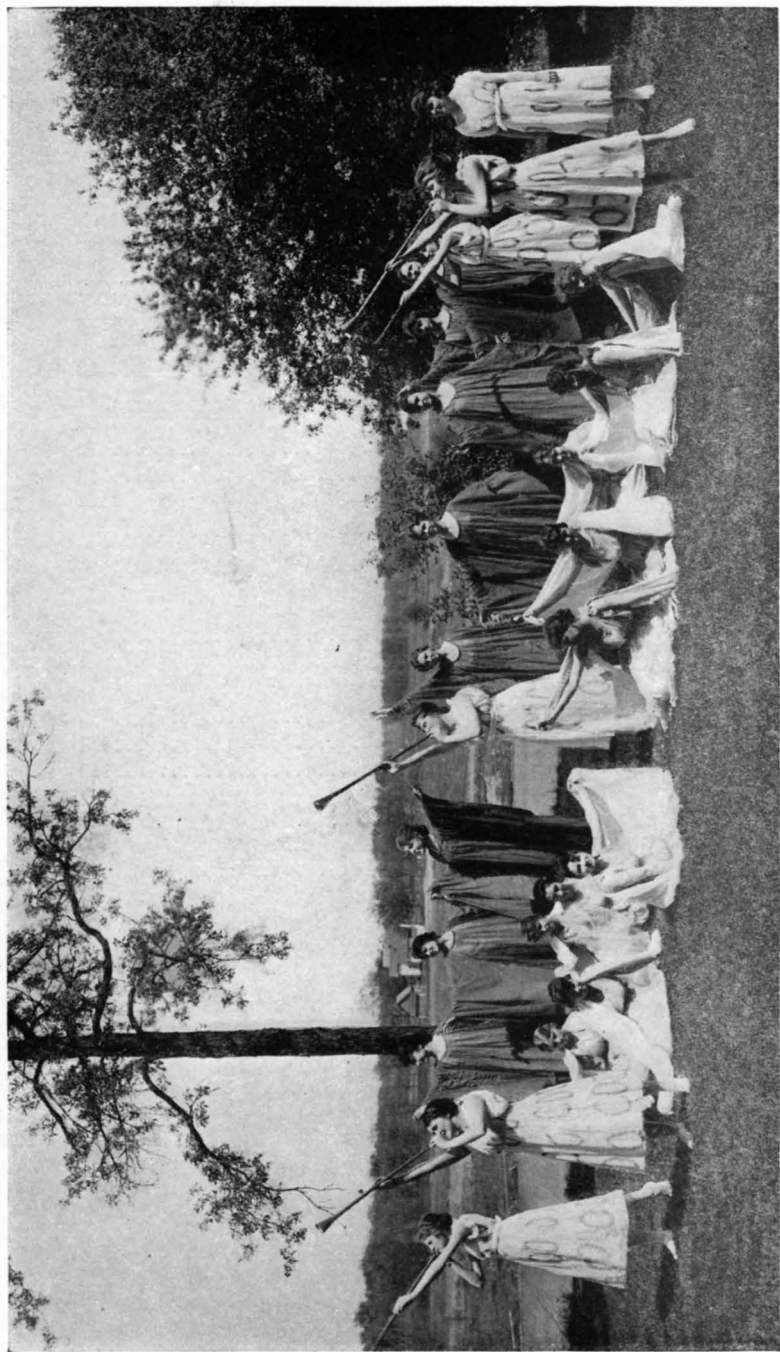
(Including the Summer Term of 1918)

### Normal Department

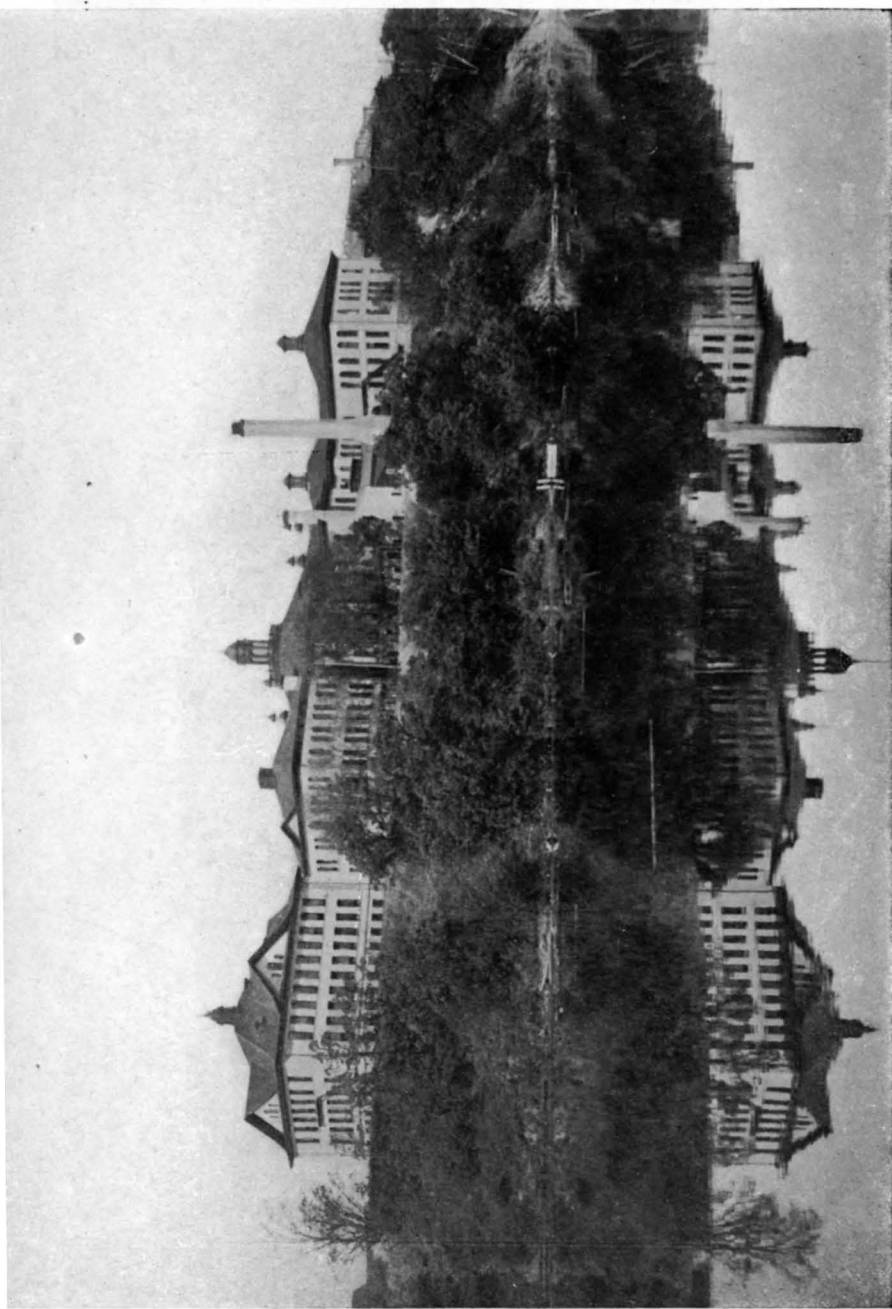
Two-year Course		
Senior Class .....	204	
Junior Class .....	327	
	<hr/>	531
Five-year Course		
Senior Class .....	32	
Junior Class .....	27	
Third Year Class .....	50	
Second Year Class .....	72	
First Year Class .....	163	
	<hr/>	344
Three-year Course (for advanced graduates) .....	37	
Special Students .....		44
		<hr/>
		919
Counted twice .....		32
		<hr/>
		887
Total number of boys enrolled .....	53	
Total number of girls enrolled .....	834	
Diplomas awarded .....	149	

### Training Department

Eighth Grade .....	23	
Seventh Grade .....	23	
Sixth Grade .....	22	
Fifth Grade .....	8	
Fourth Grade .....	22	
Third Grade .....	12	
Second Grade .....	24	
First Grade .....	40	
Kindergarten .....	36	
	<hr/>	210
29 grades in city schools, about .....		1000
		<hr/>
Total in training department .....		1210



A GROUP FROM THE PATRIOTIC PAGEANT



STATE NORMAL SCHOOL



